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**Understanding the types of knowledge demonstrated by  
social work students  
while developing ePortfolios, case of UWC**

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**A minor dissertation submitted in partial fulfilment of the  
requirements for the award of the degree of**

**Master of philosophy in  
Information Communication Technologies in Education**

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University of Cape Town**

**2011**

**Supervisor: Associate Professor Dick Ng'ambi**

## Compulsory Declaration

This work has not been previously submitted in whole, or in part, for an award of any degree.

This dissertation, titled *Understanding the various types of knowledge demonstrated by social work students while developing ePortfolios, case of UWC*, is my own work.

Each significant contribution to and quotation in this dissertation, titled *Understanding the various types of knowledge demonstrated by social work students while developing ePortfolios, case of UWC*, from the work(s) of other people has been attributed, and has been cited and referenced. I have used the APA convention for citation and referencing.

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University of Cape Town

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## **Abstract**

Although knowledge is the outcome of the ePortfolio activity, it is difficult to identify and assess what learners create in their ePortfolios. This study seeks firstly to understand the types of ePortfolios that the learners are expected to develop as per the rubric, secondly to understand the various types of knowledge that learners demonstrate during the process of creating ePortfolios, thirdly to determine the ePortfolio activity systems of second year learners and fourthly to determine the effectiveness of the rubric in assessing the various types of knowledge demonstrated by the learners while creating their ePortfolio.

A qualitative study was conducted in the years 2009 and 2010 at the University of the Western Cape (UWC), social work department. Four second year learners and a course convener were involved in this study. The data was obtained from the ePortfolios developed by these learners including the assessment feedback from the course convener, interviews with the course convener and the rubric used in assessing these ePortfolios.

The findings of this study revealed that subjective and descriptive knowledge were more pronounced in the ePortfolios of all the four learners that were involved. Other types of knowledge were also pronounced however, with each of the four learners demonstrating a unique set of knowledge types. While creating their ePortfolio, learners were guided by a rubric which defined the required learning outcomes and assessment criteria. The fact that each of the four learners demonstrated a different set of knowledge types poses a challenge on assessment. This implies that learners are not fully rewarded for their effort as some of the knowledge they demonstrate is not gradable by the rubric. Therefore, there is need to specify the types of knowledge the rubric will assess through the learning outcomes and assessment criteria.

All four learners in this study developed summative, working, reflective and assessment ePortfolios. This implies that an ePortfolio can be of more than one type. This is due to the fact that some of the ePortfolio types are similar while others, like the working ePortfolio are transitional and lead to other types of ePortfolios. Once the rubric is redesigned to assess specific learning outcomes, it will be useful to also determine the types of ePortfolios that will be suitable in demonstrating the required types of knowledge. This is based on the fact that certain knowledge types are better showcased through some types of ePortfolios and not others.

Following the understanding of the various possible types of knowledge and ePortfolio, this study recommends the development of intelligent models that could assist a course convener determine the types of ePortfolios that lead to the amplification of specific types of knowledge. This would first require an analysis of each type of ePortfolio and the possible types of knowledge it can embody.

**Keywords:** ePortfolio, ePortfolio system, knowledge, rubric, assessment, activity

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## Acronyms

ePortfolio – Electronic Portfolio

ePortfolio System – An online ePortfolio management system

UWC – **U**niversity of the **W**estern **C**ape

FSIU – **F**ree **S**oftware and **I**nnovation **U**nit

IMS ePortfolio specification – The **I**nformation **M**anagement **S**ystems specification was created by the IMS consortium to make ePortfolios interoperable across different systems and institutions

# - Symbol representing the word number

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# **CHAPTER ONE**

## **INTRODUCTION**

### **1.0 Introduction**

This chapter gives a background of the study. In particular, it briefly describes the ePortfolio and the study context, it then gives a brief on the ePortfolio development process using activity theory, and a background to the problem under study, after which it outlines the rationale adopted, the aims, research questions and objectives of this study. Finally, it explains the structure of this thesis.

### **1.1 Overview**

An ePortfolio is a collection of authentic and diverse evidence which is drawn from a larger archive representing what a person has learnt over time, on which the person has reflected, and is designed for presentation to one or more audiences for a particular purpose (Vicki & Fairleigh, 2005). It is a process that is reflective, developmental, self-directive, and sustaining over a period of time; and is presented to a target audience for review (Young, 2008; Vicki & Fairleigh, 2005). These are demonstrations of acquired knowledge, and it would be ideal to understand the types of knowledge that are demonstrated through the ePortfolio and whether the target audience are able to identify and reward such knowledge.

Although ePortfolios present the following affordances that are difficult to achieve when using the paper-based form, ePortfolios are: easy to select and share with different users or groups of users (Wade, Abrami, & Sclater, 2005; Hartnell-Young, 2006); easy to get feedback from these users as the ePortfolio allows some users based on the owners preference to comment on the artefacts; such feedback allows individuals to share insights and thus contribute to knowledge creation (Hartnell-Young, 2006; Shor & Freire, 1987). The possible limitation of the ePortfolio would be transferability. It would be ideal for learners to transfer their ePortfolios to other institutions or organizations when they leave. Standards such as the ePortfolio IMS specification have helped achieve this by defining standards on how to package and un-package these ePortfolios from one system to another.

It is of essence to note that learning and consequently knowledge creation takes place through conversations, contradictions, learning actions (such as questioning and analysis) and debates between different positions aimed at a specific object or issue (Engestrom, 2001). These are manifested in the ePortfolio development process, however are difficult to assess.

Considering these affordances, the use of ePortfolios for teaching and learning could be strengthened by an assessment framework of understanding the knowledge acquired in the process of creating them. The use of activity theory could be useful in analysing the ePortfolio development process. This process will be described in sub-section 1.2. The sub-section that follows highlights the motivation for adapting ePortfolios followed by a section that describes the study context.

## **1.2 Motivation for adapting ePortfolios for learning**

The ePortfolio enables “engagement and learning through various modes of communication” (McCowan, Harper, & Hauville, 2005, p. 41). These modes include: print, video, audio and web related formats (McCowan, Harper, & Hauville, 2005). However, the paper-based portfolios only allow print and are cumbersome if learners want to attach video or audio files since it is expensive to update, reproduce and organise for a different audience.

ePortfolios are usually adopted with the aim of understanding the learning that a learner has acquired through their experiences as demonstrated by the artefacts included in the ePortfolio (Clark & Eynon, 2009). The advancement of technology has helped learners to capture more of these experiences and to showcase to different audiences (Clark & Eynon, 2009). This therefore encourages lifelong learning as the learner can build-on the ePortfolio as they gain more experience in different settings and demonstrate these using technology-driven tools that allow them to showcase the artefacts for different audiences with much ease compared to the traditional paper-based approach (Clark & Eynon, 2009).

The flexibility of these tools also helps learners and institutions to adapt faster to changing requirements by different authorities such as the higher education (Clark & Eynon, 2009). This flexibility includes the ability to store or even convert for presentation in most media types including print, web, compact disks or even digital video disks (Gibson, 2004; McCowan, Harper, & Hauville, 2005). This also includes their ability to reorganize the same artefacts comprising the ePortfolio to suit different audiences based on their requirements. The cost and effort required is less compared to the traditional paper-based approach as multiple views of the same artefacts could be created avoiding redundancy.

## **1.3 Description of the study context**

The researcher worked with the social work department at the University of the Western Cape, South Africa. The department was selected because it has been using paper-based portfolios over

the years as one of their course deliverables following the field work activities in the second and fourth years of study. The department is currently in transition from the use of paper-based portfolios to ePortfolios. The paper-based approach had challenges including administrative issues such as a build-up of files which become difficult to retrieve. It is also cumbersome and expensive to print. This makes it difficult to share the ePortfolio and consequently limits the amount of constructive feedback one receives from peers and the course convener. However, it is important to note that this research makes use of the ePortfolio and thus does not face the constraints of the paper-based approach.

In order to address these challenges, the department through the eLearning division at the university tasked the Free and Software Innovation Unit (FSIU) at the university to automate this process. The unit was then able to develop an ePortfolio application that was integrated within the University's eLearning system. The application was then tested by the eLearning division at UWC and has since been implemented. This application was able to address the challenges of the paper-based approach and contains the affordances mentioned in the introduction section above.

The department then identified a course convener and four second year learners under his supervision to pioneer the development of ePortfolios. The instructional designers at the eLearning division trained and supported the course convener and the four learners on how to effectively use the ePortfolio system.

The rubric used by the department could be found in *APPENDIX D: RUBRIC*. It is issued to each learner in the second year of study at the beginning of the year. The rubric helps assess the learner's level of competency for each of the exit level outcomes and the associated assessment criteria. It is important to note that this rubric does not explicitly define the kinds of knowledge it aims at developing and assessing.

In developing an ePortfolio, learners first need to understand the rubric with assistance from the course convener. This is useful as they get to understand the required competencies before embarking on fieldwork. They then collect artefacts during fieldwork, a process which requires them to associate such with the required competencies. These artefacts and the explanations provided by the learner act as evidence that they have acquired the required competencies. The learner and her peers could then use the rubric to evaluate and improve the ePortfolio before the final evaluation by the course convener.



Based on the introduction above, the following sections define: the problem, the aim of the study; the research questions; the objectives; and the structure of the study.

## **1.4 ePortfolio development process**

In order to understand the various types of knowledge that could be developed through the process of creating an ePortfolio, it would be useful to first understand that process in order to understand the stage of its realization and also those involved in its development. This process will be described using the context of the social work department, UWC. Vygotsky's activity theory and Engeström's activity theory model are essential as the heuristic framework in this process. The description of the ePortfolio development process will be based on the parts that form an activity system as follows:

### **1.4.1 Subject**

The subject is responsible in conditioning all the other elements/parts of the system and is therefore the focus of study (Russel & Schneiderheinze, 2005; Hardman, 2005b; Engestrom, 2001).

In the activity of ePortfolio development, the subject is the learner.

### **1.4.2 Tools**

A tool could be understood as anything that mediates action upon objects and aids in transfer of history, values and social relations within a community as members, new or old interact with them within the community (Russel & Schneiderheinze, 2005; Engestrom, 2001).

The learner uses several tools in the process of developing their ePortfolio. This includes the ePortfolio system as a tool that helps them to organize and present their work to different viewers and applications that enable them to read, create, modify and save text, audio, graphic and video files. This also includes the tutorials that they use in learning the various tools. The ePortfolio tool assists the learner to create different views and share their ePortfolio with different viewers including examiners. It also allows the viewers to comment on the presented work, and if it is still a working draft, the learner can make improvements based on such comments. This is a strong affordance that was not possible with the paper-based approach.

### **1.4.3 Object**

An object could be referred to as the ‘raw material’ or the ‘problem space’ at which the activity is directed and which is moulded and transformed into *outcomes* with the help of tools (Russel & Schneiderheinze, 2005; Engestrom, 2001).

The objects in this case are the artefacts that the learner acquired during fieldwork in the course of study. The learner then uses the rules and guidelines defined in the rubric to determine how these artefacts can be used with the help of the tools available, to demonstrate the required outcomes as per rubric. The learner then has to use the tools available to organize and present these artefacts, together with relevant descriptions as proof of having acquired the required artefacts.

### **1.4.4 Outcome**

The outcome of this activity is knowledge acquired by the learner. This follows the ePortfolio development process of creating and selecting artefacts, organizing and adding meaning to such artefacts, identifying the resources and ePortfolio features that are ideal to showcase these artefacts, reflecting on feedback from peers and the course convener and the review of the assessment results of such ePortfolio.

### **1.4.5 Rules**

Rules are norms, conventions and social interactions which drive the subject’s actions (Engestrom, 2001; Hardman, 2005b).

In the case of social work learners developing ePortfolios, the rubric sets the standards that guide the process as it defines what is expected in the final ePortfolio through the learning outcomes and also how such outcomes will be assessed through the assessment criteria. The course convener helps the learner in understanding the rubric and developing an ePortfolio that meets the requirements stipulated in the rubric.

### **1.4.6 Community**

The community is a collection of more than two subjects. The subject who exists within a community helps in acting on the shared object (Engestrom, 2001; Hardman, 2005b).

The activity of developing ePortfolios by the learners at the social work department, UWC involves several subjects. This includes the learner, the fellow learners who help in peer review, the course

convener who guides the process ensuring that the learner conforms to the rules and the eLearning support team who give technical support with respect to tools such as the ePortfolio system.

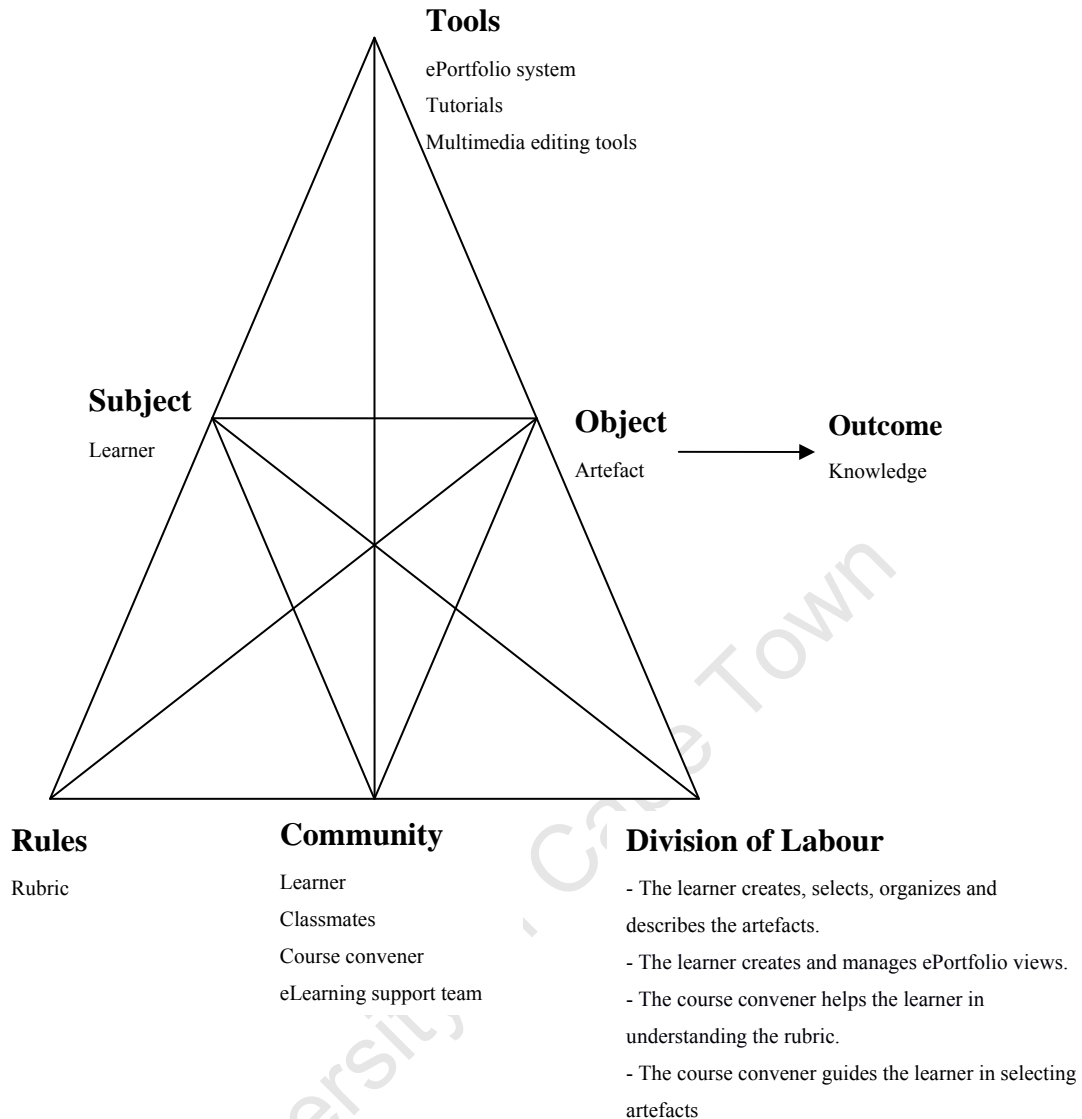
### **1.4.7 Division of labour**

Division of labour is that which shapes the way subjects act on the object (Russel & Schneiderheinze, 2005). It refers to the negotiation of tasks, responsibilities and power relations (Engestrom, 2001; Hardman, 2005b).

The subjects within this community interact as follows:

- The learner creates, selects, organizes and describes the artefacts.
- The learner creates and manages ePortfolio views.
- The course convener helps the learner in understanding the rubric.
- The course convener guides the learner in selecting artefacts for the various learning outcomes.
- The eLearning support team offers technical support to the learner and the course convener on the various tools available.

The various parts of the ePortfolio activity system could be represented diagrammatically using Engestrom's activity theory model (Engestrom, 2001). *Figure 1: ePortfolio Activity System* on the following page demonstrates the ePortfolio development process.



*Figure 1: ePortfolio Activity System*

## 1.5 Background to the problem

The ePortfolio system is useful as it helps the learner to create, organize artefacts and hold the ePortfolio for presentation to the assessor and any other audience including fellow learners. The final ePortfolio and its contents may differ from the other learners supporting the constructivist notion that learning may vary between different learners (Paulson & Paulson, 1994). The rubric is then used for assessment. The rubric could be described as follows:

A rubric is a scoring tool that defines assessment criteria which identifies the required aspects and sets the quality gradations for each criterion (Goodrich, 1997). The criterion includes:

“purposefulness, disciplinary grounding, integration, and critical awareness” (Mansilla, Duraisingh, Wolfe, & Haynes, 2009). It is public and accessible to learners; it informs them as they reflect on their work during self-evaluation; and it also informs their peers during peer-evaluation (Mansilla, Duraisingh, Wolfe, & Haynes, 2009).

The rubric enforces the notion that learning is constant across learners and the contexts they are in (Paulson & Paulson, 1994). The rubric therefore determines what the learners can construct to demonstrate the required outcomes.

In the process of creating an ePortfolio, the learning experience comes when a learner is able to connect between the “past and the present” knowledge and determine how this affects the future (Wassenmiller & Lazarevic, 2010). This implies that the learner may know more as a result of this process and further still, may create new knowledge which may be different from the other learners. This supports the constructivist notion that learning is not constant and may vary between different learners, however, this is contrary to the positivist notion that learning is constant across learners and the context they are in (Paulson & Paulson, 1994). This further implies that reflective learning takes place during the process of creating an ePortfolio and not after.

Noting that the outcome in the ePortfolio development activity is knowledge, it would be important to determine the types of knowledge that the learner develops during the activity. It would also be important to note that the rubric guides the ePortfolio development process through the learning outcomes and assessment criteria. There would be need for the rubric to explicitly state the types of knowledge that it aims at developing, and as a result, the types of knowledge it aims at assessing.

## **1.6 Rationale**

Knowledge is the outcome in the ePortfolio development activity, however, the types of knowledge demonstrated by the learners is not known explicitly following the fact that the types of knowledge that the rubric aims at developing is not defined and as a result, the types of knowledge that the rubric aims at assessing is not also defined. The rubric, as shown in *APPENDIX D: RUBRIC* neither contains learning outcomes that explicitly require a specific type of knowledge nor states the types of knowledge it aims at assessing through the assessment criteria.

The first challenge is therefore determining the types of knowledge developed through this activity. This knowledge would be useful as it would help determine whether the rubric leads to the

development of the desired types of knowledge. The envisaged contribution of this study is a framework for assessing ePortfolio knowledge types.

The other challenge would be determining whether the current rubric is the most suitable tool for assessing the ePortfolio, noting that it had been developed specifically for assessing paper-based ePortfolios in the case of the social work department, UWC. Despite the challenge, it would be important to note some of the affordances that the rubric contains. These includes its availability to learners which informs the learner of the assessment criteria of “what counts” and as a result assists in conducting self and peer-evaluation before the final assessment which makes use of the same criteria (Mansilla, Duraisingh, Wolfe, & Haynes, 2009).

A solution to these challenges is desirable as follows: Firstly, there would be a need to understand the different types of knowledge. Secondly, there would be a need to understand the various types of ePortfolios. Thirdly, there would be a need to understand whether the ePortfolio requires a different rubric from that used in the paper-based portfolio.

In relation to the afore-mentioned requirements, this study aims at improving the assessment of ePortfolios by understanding the different types of knowledge, the different types of ePortfolios and the effectiveness of the rubric guiding in the development of, and assessing certain types of knowledge.

In pursuit of this, the researcher first conducted a literature review on two themes namely; the types of knowledge and the types of ePortfolios with the aim of understanding the characteristics of each of these types.

This study postulates the notion of types of knowledge as “a method of integrating various types of diverse and heterogeneous knowledge” (Jasen & Bray, 1993, p. 3). It then defines types of knowledge as “an integration of the physical representation and the visualization and behavior of chunks of knowledge” (Jasen & Bray, 1993, p. 3). It could therefore be inferred that types of knowledge is a process of integration with itself given that the definitions have knowledge in them.

The content analysis based on the characteristics of the various types of knowledge and the various types of ePortfolios will be used. These types and their characteristics will then form the analytical framework. The owner, content, rubric, types of knowledge and types of ePortfolios were analyzed using activity theory in order to understand the factors that lead to the development of certain

knowledge types.

### **1.7 Aim of the study**

This study aimed at understanding the different types of knowledge, the different types of ePortfolios, the types of ePortfolios created by the second year learners at the social work department, UWC, and the various types of knowledge these learners demonstrate while creating their ePortfolios.

This involved developing an analytical framework based on the types of knowledge and types of ePortfolios. Activity theory was also applied in order to understand the factors that lead to the development of certain types of knowledge. The framework was then used to conduct content analysis on the various ePortfolios that had been developed by second year learners of the social work department, University of the Western Cape.

### **1.8 Research questions**

The research questions for this study were as follows:

- What types of ePortfolios does the rubric require learners to develop?
- What are the different types of knowledge that learners demonstrate during the process of creating ePortfolios?
- How effective is the current rubric in assessing the various types of knowledge that the learners demonstrate in the process of developing their ePortfolio?
- What are the ePortfolio activity systems of second year learners?

### **1.9 Objectives of the study**

The objectives of this study were as follows:

- To understand the types of ePortfolios that the learners are expected to develop as per the rubric
- To understand the various types of knowledge that learners demonstrate during the process of creating ePortfolios
- To determine the effectiveness of the rubric in assessing the various types of knowledge demonstrated by the learners while creating their ePortfolio
- To determine the ePortfolio activity systems of second year learners

### **1.10 Structure of the thesis**

This thesis contains six chapters. The first chapter is the introduction, where the aims, objectives and scope of the study are identified. The second chapter is the literature review, which summarizes relevant literature with the aim of understanding what has been done before and how this informs this study. The third chapter discusses the research methodology that was adopted in this study. The fourth chapter is the presentation of results that were realized. The fifth chapter is the analysis of the results that were presented in chapter four. The sixth and final chapter is the conclusion and recommendations of this study.

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## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.0 Introduction**

This chapter discusses the ePortfolio, the various types of ePortfolios, and the various types of knowledge. It also contains a tabular summary of the different types of knowledge and also the different types of ePortfolios, listing the characteristics of each based on the existing literature.

#### **2.1. ePortfolio definition**

An ePortfolio could be defined as a purposeful collection of student work that illustrates a learner's effort and achievements in various aspects of learning (Wade, Abrami, & Sclater, 2005).

It could also be defined using similar terms as a collection of authentic and diverse evidence which is drawn from a larger archive representing what a person or organization has learned over time, on which the person or organization has reflected, and is designed for presentation to one or more audiences for a particular purpose (Cohen, 2009).

The above definitions of the ePortfolio are useful as they explain what goes into an ePortfolio used in education, which is mainly a collection of artefacts that demonstrate learning (Cohen, 2009). With respect to knowledge, this implies that the learner demonstrates what they know as required in the rubric for assessment, which is the knowledge they have acquired over the course of study. However, though it can be inferred that more knowledge is developed during the ePortfolio development process, the types of knowledge that the learner is expected to demonstrate is not known, the types of knowledge that is assessed is also not explicitly stated, and as a result, the types of knowledge the learner develops is not explicitly known.

Portfolios have evolved, from the use of paper-based tools such as binders and box files to electronic software tools that can store and render different multimedia types. The electronic ePortfolios are less cumbersome and are easy to share among multiple users and receive feedback compared to paper-based portfolios (Wade, Abrami, & Sclater, 2005). Interconnected tools that aid in the development of an ePortfolio comprise what is known as an ePortfolio system. The ePortfolio system enables learners to create, share, and for peers and course conveners to give feedback.

Creating an ePortfolio involves a careful process of thinking, planning, reflecting, selecting from a

large body of stored work and organizing to form the final product which is then presented to an audience for assessment (Cohen, 2009). However, these constitute understanding that is not captured in the final product since the expected knowledge types and the knowledge types to be assessed are not explicitly identified in the rubric.

The process of developing the ePortfolio as demonstrated in *Figure 1: ePortfolio Activity System* involves “deep learning” which is reflective, developmental, self-directive, and sustaining over a period of time (Cohen, 2009). The process encourages deep learning for the process is meant to be exciting and gratifying at the end when the learner showcases their work, helps “relate theoretical ideas to everyday experience, helps organize the different artefacts into a coherent meaningful whole and allows knowledge from the different courses to be blended together (Atherton, 2011). Therefore, it is about assessing the deep learning involved in creating an ePortfolio.

This process provides the learner with an opportunity to ‘step back’ and re-evaluate the collective work and in the process enable the learner to develop a creative and meaningful learning experience (Young, 2008). It helps in “making connections between the past and the present in order to shape the future” (Wassenmiller & Lazarevic, 2010).

## **2.2. Factors to consider in developing an ePortfolio**

Most departments that require learners to develop ePortfolios implicitly adopt two paradigms, constructivism and positivism. They support the constructivist paradigm when they use ePortfolios as a learning environment where the learner can construct meaning which may differ from one learner to another (Paulson & Paulson, 1994). They support the positivist paradigm when they use rubrics which are based on externally defined exit level outcomes to assess the ePortfolios. This assessment method may fail to acknowledge and reward some types of learning as the learner may construct new meaning that is not covered in the rubric which assumes that learning is constant and that learners will generate the same type of knowledge (Paulson & Paulson, 1994). It would be of essence to consider and assess these other knowledge that the learner may create in the process and also encourage them to do so.

For both paradigms, it would be important to explicitly identify the purpose for creating the ePortfolio. This could be achieved partly by having a set of guiding questions such as “Who is the target audience? What types of artefacts will be included? When and how should the ePortfolio be evaluated?” (Wassenmiller & Lazarevic, 2010).

Again, based on the adopted paradigm(s) one may need to create an assessment criteria which will be used in measuring and grading the ePortfolio. This may include but is not limited to “rubrics, check lists and rating scales” (Wassenmiller & Lazarevic, 2010).

Regardless of the adopted paradigm, there would be need to ensure that the tools in use support collaboration amongst learners and course conveners which helps develop true partners in learning and helps overcome the isolation felt by distant learners in the case of distance learning (Wassenmiller & Lazarevic, 2010).

## **2.3. Types of ePortfolios**

Wassenmiller and Lazarevic (2010) cites Barrett (2006) who suggests two broad categories of ePortfolios namely, formative and summative ePortfolios. However, it is important to note that some types of ePortfolios can be adopted for either formative or summative purposes. It is also important to note that these broad categories are also types of ePortfolio, where all the types of ePortfolios under each share the characteristics of the broad category. Further to this, some ePortfolios can be the type of either of these two broad categories and also be of the type of some or none of the ePortfolio types under that broad category. They can be described as follows:

### **2.3.1. Formative ePortfolios**

Barrett (2006) describes formative ePortfolios as those created throughout the duration of the study program (which could be a term, or semester) and which undergo constant review that helps generate feedback that is geared towards improving the learning process (Wassenmiller & Lazarevic, 2010).

#### **2.3.1.1. Working ePortfolios**

In explaining the working ePortfolio, Polonoli (2000) suggests that it is mainly for self-assessment, containing all pertinent learners’ work/evidence including both academic success and failure. It shows how personal growth and learning occurred as the learner progressed towards mastery in the various levels of study.

This ePortfolio is guided by preset goals, procedures and standards. These inform the activities that are carried out during the formation stage. These main activities include: collecting, interjecting, designing and planning (Barrett, 2000).

### **2.3.1.2. Presentation ePortfolios**

Presentation ePortfolios could also be termed as showcase ePortfolios (Abrami & Barrett, 2005). The main theme in presentation ePortfolios is demonstration (Abrami & Barrett, 2005). They illustrate what has been learnt but do not usually describe what and how that has been learnt (Abrami & Barrett, 2005). They are usually developed from the working ePortfolio, which is usually made through the guidance of an academic advisor whose role is to help select exemplary pieces of artefacts from the working ePortfolio (Polonoli, 2000). The process of developing a presentation ePortfolio is highly reflective (Polonoli, 2000).

The key activities involved in a presentation ePortfolio include: respecting, celebrating, presenting and publishing (Barrett, 2000). To be more specific, these activities involve decisions on the storage and presentation medium and also the target audience (Barrett, 2000).

### **2.3.1.3. Reflective ePortfolio**

Reflective ePortfolio focuses on self; it offers a platform to share some personal information and experiences (Sharp, 1997). The process of developing this type of ePortfolio involves and follows these four steps: 'select, reflect, direct, develop' (Barrett, 2000).

### **2.3.1.4. Connected ePortfolio**

Connected ePortfolio is more process oriented and involves: interpreting, perfecting, connecting, implementing and evaluating the reflective ePortfolio (Barrett, 2000). The activities include: formatting and creating links between documents or artefacts (Barrett, 2000).

## **2.3.2. Summative ePortfolios**

Summative ePortfolios are those created at the end of the study program where the artefacts to include are specified and a rubric for measuring performance is predefined, Barrett (2006) as cited in (Wassenmiller & Lazarevic, 2010).

### **2.3.2.1. Assessment ePortfolios**

Assessment ePortfolios are designed for evaluation by an external body using either formative or summative methods of evaluation by using criteria such as scoring rubrics, templates or benchmarks (Abrami & Barrett, 2005). Assessment ePortfolios help assess prior learning, foreign credentials, experiential learning, non-credit experiences (Abrami & Barrett, 2005).

### **2.3.2.2. Learning ePortfolio**

Learning ePortfolio is aimed at encouraging writing as “a method for learning” with the aim of creating new meaning through the process of writing (Sharp, 1997). It helps in identifying the behaviour, learning characteristics and capability of a learner (Wang, Weng, Su, & Tseng, 2004). The information about a learner’s behaviour can also be compiled by an assessor to form a learning ePortfolio (Wang, Weng, Su, & Tseng, 2004). Examples include essays and journals (Sharp, 1997).

### **2.3.2.3. Writing ePortfolio**

Writing ePortfolio is aimed at encouraging writing as “a craft” (Sharp, 1997). Examples include: ‘essays about literature, in-class writing exercises and essays about the writing process as self-exploration’ (Sharp, 1997). Therefore, the difference between a learning ePortfolio and a written ePortfolio is the perspective each takes about writing, where the learning ePortfolio views writing as a “method of learning” whereas the writing ePortfolio views writing as a “craft” (Sharp, 1997).

## **2.4. Summary of the types of ePortfolios**

The table below summarises the characteristics of each type of ePortfolio and is based on subsection 2.2 (types of ePortfolios) above. The table distinguishes the various ePortfolios using the two broad categories namely, formative and summative. The various types of ePortfolios within these two broad categories inherit the characteristics of those categories. The characteristics of each are informed by the literature that was used in the sections above describing each type. A classification criterion would have been ideal. However, there are limited sources of literature on some of these types. This did not affect the research negatively as the aim was not to compare the various types. For the purposes of this study, the table will be called the “ePortfolio metric”.

Table 1: ePortfolio metric

No.	Type of ePortfolio	Characteristics
1	Formative ePortfolio	Created throughout the duration of the study program.
		Involves constant review and feedback.
1.1	Working ePortfolio	Designed for self assessment.
		Contains all the relevant student work/evidence including both academic success and failure.
		Demonstrates how personal growth and learning occurred as the learner progressed towards mastery in the various levels of study.
		Developed through the guidance of an (academic) advisor.
		Guided by preset goals, procedures and standards.
		Main activities include: collecting, interjecting, designing and planning.
1.2	Reflective ePortfolio	Contains personal information and experiences.
		The process of its development involves, selecting, reflecting, directing and developing.
1.3	Presentation ePortfolio	The main theme is 'demonstration' or showcasing.
		Illustrates what has been learnt but does not usually describe what and how that has been learnt.
		Usually developed from the working ePortfolio.
		Developed through the guidance of an (academic) advisor.
		Contains exemplary pieces of artefacts mainly from the working ePortfolio.
		It involves a highly reflective process.
		The key activities involved in a presentation ePortfolio include: respecting, celebrating, presenting and publishing.
		To be more specific, these activities involve decisions on the storage and presentation medium and also the target audience.

No.	Type of ePortfolio	Characteristics
1.4	Connected ePortfolio	It involves: interpreting, perfecting, connecting, implementing and evaluating the reflective ePortfolio.
		The activities include: formatting and creating links between documents or artefacts.
2	<b>Summative ePortfolio</b>	Created at the end of the study program.
		A list of artefacts to include is predefined.
		Measured through a predefined rubric.
2.1	Assessment ePortfolio	Evaluated by an external body.
		Evaluated using either formative or summative methods of evaluation using criteria such as scoring rubrics, templates or benchmarks.
		Useful in conducting assessments such as those aimed at evaluating prior learning, foreign credentials, experiential learning and non-credit experiences.
2.2	Learning ePortfolio	Aimed at encouraging writing as “a method for learning”.
		Aimed at creating new meaning through the process of writing.
		It helps in identifying the behaviour, learning characteristics and capability of a learner.
		Examples include essays and journals.
2.3	Writing ePortfolio	Aimed at encouraging writing as “a craft”.
		Examples include: essays about literature, in-class writing exercises and essays about the writing process as self-exploration.

## 2.5. ePortfolio development

From the definition of each of the various types of ePortfolios above, it could be important to understand the process involved in developing any type of ePortfolio, and the types of knowledge that result thereof. Using a constructivists approach, learners acquire different types of knowledge when they create an ePortfolio. The knowledge acquired is usually not accessed because the assessments tend to focus on the final product. The goal of this study was to use activity theory to

unravel the possible ePortfolio activity systems for assessing types of knowledge as outcomes.

In particular, this study was aimed at identifying the various types of knowledge embodied in ePortfolios. Consequently, the study also aimed at identifying the type of ePortfolio each of the learners' ePortfolio created and was analysed using the characteristics identified above in Error! Reference source not found.. This will be useful as it will help determine the type(s) of ePortfolio learners need to develop in order to generate certain type(s) of knowledge. The results of each analysis, type of ePortfolio and type of knowledge, for each ePortfolio was used together to come up with a combined analysis where its type of ePortfolio was linked to the types of knowledge it might contain. The results could then be used to inform the process of developing rubrics for such ePortfolios.

## **2.6. Knowledge and the various types of knowledge**

### **2.6.1. Knowledge definition and its formation process**

It is valuable to understand the source of knowledge, and how it is formed. Knowledge has an individual dimension, implying that it is produced by individuals; however, it cannot be produced fully by a single individual (Shor & Freire, 1987). Knowledge is the result of human interactions and is constructed as humans engage in various activities aimed at satisfying specific information needs and interests (Ngambi, 2004). Therefore, it could be necessary to create activities that encourage human interaction for out of these, knowledge could be created. One of the activities that could facilitate this in a learning environment is requiring learners to develop ePortfolios where they can engage with other learners and the course convener in discussing the various artefacts they showcase within the ePortfolio.

The outcome of this interaction, the ePortfolio development process, is a product that contains the meaning of objects and events (Dewey, 1910) as cited in (Hartnell-Young, 2006). This implies that this meaning could include new knowledge for the learner or totally new knowledge in that it had not been realized before and is therefore new to both the learner and those that the learner worked with. Knowledge is therefore embodied in the product that is an outcome of human interaction comprising of various objects and events.

It is said that knowledge is information stored within memory (Flynn & Goldsmith, 1999). This notion falls short of explaining what happens before the knowledge can be stored into memory and also does not state whether all the knowledge generated is stored into memory, and if not, where the



rest is stored.

New knowledge is said to start with an insight or idea by an individual(s) (Nonaka, 1995). It is formed through a process that involves the tapping of tacit knowledge, subjective insights, intuitions and processing of objective information (Nonaka, 1995). Human beings are capable of creating new knowledge for they can learn, change and innovate (Bountis, Dragonetti, Jacobsen, & Roos, 1999). They can learn through various competencies which include skills and know-how, which can change by possessing the right attitudes and qualities, and can innovate by using their intellectual agility that gives them ability to adapt (Bountis, Dragonetti, Jacobsen, & Roos, 1999). This implies therefore that one uses other knowledge to learn new knowledge, where what one knows becomes a stepping stone for acquiring new knowledge and the lack of relevant knowledge thereof makes it more difficult to acquire certain knowledge.

Following this understanding, we could then define knowledge as the skill, understanding and expertise that is developed out of human interaction, facilitated by their ability to learn and motivated by the need to satisfy specific needs and interests. The result of this human interaction comprises of useful information and can be stored within memory when internalized but can also be documented and stored in any type of multimedia.

Language is paramount in knowledge creation as it provides a means to discuss and share information, and also influences our perception (Chua, 2002). The formation of knowledge is highly influenced by formal and informal processes and interactions such as chats, group activities, interpersonal activities, interpersonal relationships and informal networks, meetings, online discussions, email discussions, brainstorming sessions (Chua, 2002). These interactions occur in teams and are useful in the formation of new points of view (Nonaka, 1995).

In relating ePortfolios to the knowledge creation process, ePortfolios help in recording the various objects and events including any associated evidence which could be in the form of pictures, graphics, text, video and-or audio, though it may also include other forms of artefacts. The final product, which is the completed ePortfolio, embodies the knowledge developed in the reflective process. This therefore implies that the learner comes up with two products at the end of the process, the ePortfolio, and the knowledge he/she acquires and demonstrates in the ePortfolio. Some of this knowledge is internalized and may not be evident in the ePortfolio, though it still benefits both the individual and society. The individual is able to record the learning processes, while society benefits from the products recorded in ePortfolios which help “contribute to knowledge

building by communicating knowledge from the mind to the world” (Hartnell-Young, 2006).

### **2.6.2. How ePortfolios facilitate knowledge creation**

It is possible to share one’s ePortfolio with others (Wade, Abrami, & Sclater, 2005). This is useful as it enables the learner to get feedback from peers and the course convener. The peers and the course conveners then assist them in the knowledge production process by commenting on the various artefacts presented by the learner. The functionality of creating views and allowing others to view and comment helps in knowledge production. This is because knowledge is formed through the insights shared in the comments and that it is contained in part and not in its entirety in a single individual (Shor & Freire, 1987; Hartnell-Young, 2006).

This implies that learning and consequently knowledge creation takes place through conversations and debates between different positions aimed at a specific object or issue (Engestrom, 2001). It is of essence to note that learning can also take place using other methods, such as contradictions as well as other learning actions such as questioning, analysis, among others (Engestrom, 2001). Some of these other methods of learning can also be implemented in the context of an ePortfolio.

### **2.6.3. Types of knowledge**

This section examines the different types of knowledge. The characteristics of each type will then be identified and then presented in a tabular format. This is proposed as an analytical framework that could be used to analyse content with the aim of identifying the kinds of knowledge such content contains.

The following knowledge types are examined: tacit knowledge also referred to as implicit knowledge, explicit knowledge, subjective knowledge, objective knowledge, declarative knowledge, procedural knowledge, rationale knowledge, inferential knowledge, synthetic knowledge, analytic knowledge, factual knowledge and descriptive knowledge.

#### **2.6.3.1. Tacit (Implicit) knowledge**

It consists of beliefs, perceptions, ideals, values, emotions and mental models so ingrained in an individual that they are often taken for granted (Srinivas, 2010). The constituents of tacit knowledge are formed through concrete experiences (Jorna, 2001), are highly personal, hard to formalize, difficult to communicate or share with others (Gorman, 2002; Srinivas, 2010), seldom expressed in public or verbalized and not explicitly taught in either formal or informal settings (Wagner &

Sternberg, 1985). Tacit knowledge can also be formed in a shared context, however this context should enable “knowledge sharing, construction and utilization through socialization, externalization, combination, and internalization” (Tee & Karney, 2010, p. 411). Tacit knowledge is usually “disorganized, informal, and relatively inaccessible” and as a result becomes difficult to teach or share with others (Wagner & Sternberg, 1985, p. 439). As a result, it could be said that one knows more than that which they talk about (Gorman, 2002).

Tacit knowledge is mainly acquired through observation, imitation and practice (Nonaka, 1995). It is acquired differently from other types of knowledge and follows a similar approach as that of learning a language or a skill (Collins, 1974).

Unlike explicit knowledge, one does not require conscious control when applying implicit/tacit knowledge (Ellis, 2004). Tacit knowledge informs action – the doing part, it entails “knowing what to do” for instance knowing what is good (Wagner & Sternberg, 1985). However tacit knowledge does not entail the doing part, for instance not going into whether one does the good that they are aware of tacitly or not (Wagner & Sternberg, 1985).

It consists of rules some of which are difficult to articulate in principle (Collins, 1974). As an illustration, one may say the following after attending a geometry class: “Mr. Jones taught me to solve equations in the third week of January 1947” (he taught me: ‘change side change sign’; ‘get all the x’s on one side’; ‘add all the x’s up’; ‘divide throughout by the number in front of the x’” (Collins, 1974).

Tacit knowledge was found useful, with respect to practical intelligence of those who possessed the relevant knowledge in their areas of specialization. Using computer programmers as an example, the following was observed in a study by Soloway, Erlich, Bonar, and Greenspan (1982) as cited by Wagner and Sternberg (1985): The task involved programmers to fill in missing ‘lines of programming code in short computer programs, where expert programmers were found to possess knowledge that was abstract and well planned and had clear goals whereas the novices had to refer to notes (Wagner & Sternberg, 1985).

The following statement is an illustration of what would qualify as tacit knowledge: “The Graduate Record Examinations Advanced Test in Psychology (1984) is a test of knowledge that is taught through direct instruction; picking the right journal to which to submit your latest research efforts is usually a test knowledge that is tacit” (Wagner & Sternberg, 1985). It suggests that the ability of a

learner to pick the right journal is guided by tacit knowledge that is engrained in the learner on what constitutes a good journal. The learner may be able to explain how they managed to make the correct selection, however what is important is that they know what to pick without external help and not as a result of good luck.

The following activities rely on tacit knowledge: “playing in a jazz band, negotiating a business deal, managing an organization, adapting to a new culture, or teaching a room-full of seven-year-olds” (Tee & Karney, 2010, p. 387). These acts depend on prior knowledge including “physical skills and social knowhow” that comes from life experiences (Tee & Karney, 2010, p. 387). Therefore, this suggests that tacit knowledge is formed out of those individual experiences that result in the development of physical and socialization skills.

### **2.6.3.2. Explicit knowledge**

Explicit knowledge is the conscious awareness about something, what it consists of, and its role in human life (Ellis, 2004). It is expressed using words, numbers, scientific formulae, product specifications, manuals and principles (Srinivas, 2010). For knowledge to be called explicit knowledge, it needs to be captured, either in written form, codified, structured and disseminated (Morten, Bjorn, Edward, & Bengt, 2007; Markus, 2001; Tee & Karney, 2010). Having knowledge written down is important because this facilitates knowledge transfer to those who can understand the language it has been expressed in (Morten, Bjorn, Edward, & Bengt, 2007).

Examples of written explicit knowledge include ‘scientific texts’, manuals, recipes, procedures which are only meaningful to the experts in the fields they were authored for, hoping that they can understand the language they were written in (Morten, Bjorn, Edward, & Bengt, 2007; Gorman, 2002). Therefore, it could be inferred that explicit knowledge is stated or expressed knowledge about an object and how to use or apply such an object.

When applying explicit knowledge, one needs to deliberately and consciously control its application (Ellis, 2004). This implies that one is aware about the object of consideration, what it consists of and what it can do in real life. This awareness is not by accident, but is known before its application.

Explicit knowledge comprises of the following characteristics:

- It is conscious and controlled. It goes beyond intuition where facts are required during its application (Ellis, 2004).

- It is declarative and stable. Comprises of facts. This implies that it can be verbalized and explained (Ellis, 2004).
- Often applied inaccurately by its users since “declarative rules are often imprecise and inaccurate” (Ellis, 2004, p. 11).
- Helps its users in achieving self-control (Ellis, 2004).
- It is learnable (Ellis, 2004).

The following indicators could be used to measure explicit knowledge in a given multimedia:

- Judge whether the facts or rules were applied (Moodysson, Coenen, & Asheim, 2008).
- Indicate the sections that contravene such facts (Ellis, 2004).
- Indicate the facts that have been violated (Ellis, 2004).
- Explain the rules that would help someone else to correct such errors (Ellis, 2004).

The three statements below contain explicit knowledge and help us understand that explicit knowledge can be found in multimedia content:

“In medical domains, the concepts are diseases and symptoms, the relations between them are causal and a constraint is that a disease cannot cause itself”, (Studer, Benjamins, & Fensel, 1998, p. 25).

“For any sentential value of  $p$ , where a man believes that  $p$  on the basis of certain other beliefs that he holds, then that man knows that  $p$  only if some of these grounding beliefs are true”, (Unger, 1967, p. 161).

“Domain ontologies capture the knowledge valid for a particular type of domain (e.g. electronic, medical, mechanic, digital domain)”, (Studer, Benjamins, & Fensel, 1998, p. 27).

In explaining that the three statements above contain explicit knowledge, certain characteristics of explicit knowledge could be observed, including: the knowledge is stated consciously and in a controlled manner, its’ declarative and stable and it is learnable for instance, in the first statement, one can learn among other things that a disease cannot cause itself.

### **2.6.3.3. Subjective knowledge**

Subjective knowledge is “self assessed” knowledge that is guided by personal sources such as

experience, “internal memory search and word of mouth” from peers and impersonal sources such as “books, newspaper articles and mass media” (Mattila & Wirtz, 2002, p. 216). It is what one thinks they know (Flynn & Goldsmith, 1999) and one may easily fall into self-deception for to feel that one knows something does not correspond to actually knowing that thing (Mattila & Wirtz, 2002).

It could also be termed as self-perceived knowledge (Dodd, Laverie, Wilcox, & Duhan, 2005; Raju, Lonial, & Mangold, 1995; Mattila & Wirtz, 2002) or in other words an “individual’s perception of what they know” (Dodd, Laverie, Wilcox, & Duhan, 2005; Mattila & Wirtz, 2002). The accuracy of subjective knowledge depends on “one’s own evaluation skills” and depends on one’s confidence of their own decision making ability and therefore those with high confidence levels tend to rely on their own self-perceived knowledge while those with low confidence on their ability and know-how will seldom rely on their self-perceived knowledge (Mattila & Wirtz, 2002).

However subjective knowledge, though self-perceived still requires objectivity (Rudolph & Rudolph, 2003). A recent study on consumer knowledge by Alba and Hutchinson (2000) suggested that consumers are “typically overconfident i.e. they think they know more than they actually do” (Mattila & Wirtz, 2002).

Subjective knowledge directly affects decision-making through the perceptions formed by an individual and follows that individual’s experience in that domain (Dodd, Laverie, Wilcox, & Duhan, 2005). Experience is also complimented by personal sources of knowledge such as memory and word of mouth (Mattila & Wirtz, 2002).

Subjective knowledge could then be described as the sum of knowledge and self confidence (Raju, Lonial, & Mangold, 1995). This can be expressed as follows:

Subjective knowledge = knowledge + self confidence (Dodd, Laverie, Wilcox, & Duhan, 2005).

Examples of subjective knowledge: “Among my circle of friends, I am one of the experts on wine” or “Compared to most other people, I know less about wine” or “I know pretty much about wine” (Dodd, Laverie, Wilcox, & Duhan, 2005, p. 16). This statement contains the subjects’ perception and confidence about their knowledge about wine.

Therefore, subjective knowledge comprises of a person’s perception and confidence on their

knowledge and understanding about something which tends to be objective and informed by personal sources.

#### **2.6.3.4. Objective knowledge**

Objective knowledge could be described as the content or the substance of knowledge (Dodd, Laverie, Wilcox, & Duhan, 2005; Mattila & Wirtz, 2002). However, it is ‘the property of a collectivity’ and not the content of an individual (Bloor, 1974, p. 72). This implies that objective knowledge cannot be formed by a single individual regardless of their brilliance or pre-eminence (Bloor, 1974). However, once formed, it could be stored in a person’s memory (Dodd, Laverie, Wilcox, & Duhan, 2005).

It comprises of ‘standards, conventions, accepted procedures, paradigmatic results and models’ (Bloor, 1974, p. 72). Its content must be actual knowledge and is measured by some tests (Flynn & Goldsmith, 1999). The tests must be objective and aimed at assessing an individual’s extent of knowledge about something (Raju, Lonial, & Mangold, 1995).

Objective knowledge depends on ‘structural factors’ such as ‘customs, institutions and norms’ (Bloor, 1974, p. 73). This therefore implies that its formation and application must be in consideration of the structural factors.

Individuals with low level of objective knowledge in a certain domain are less likely to depend on themselves in making a decision than those with a high level of objective knowledge (Dodd, Laverie, Wilcox, & Duhan, 2005). Objective knowledge in general is said to trigger a search for new knowledge using impersonal tools (Mattila & Wirtz, 2002).

Scientific study and research aims towards the development of objective knowledge, therefore we could liken scientists to masons working on a cathedral (Bloor, 1974).

In summarizing the above, objective knowledge consists of well tested and approved knowledge and is formed collectively not individually, is then stored in various forms including a person’s memory through internalization.

### **2.6.3.5. Procedural knowledge**

Procedural knowledge is knowledge about how things are done (Moorman & Miner, 1998). It makes use of the declarative knowledge that is stored in either the short or long term memory of an individual (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998). Therefore, it could be inferred that individuals who frequently use certain declarative knowledge eventually tend to rely less on the content of such knowledge (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998) as they move from being novices to experts in that domain. This comes as a result of internalization of procedural knowledge and once engrained within a person's memory, becomes tacit knowledge.

Procedural knowledge is made up of steps, procedures, sequences (Cooke, Salas, Cannon-Bowers, & Stout, 2000), rules, strategies and skills on how to use declarative knowledge to solve a task (Camerer & Hogarth, 1999). It is also specific to a particular domain, lacks flexibility in that it proves difficult to apply in other contexts (Glisky, 1992).

Procedural knowledge is goal-oriented for it aims at solving problems or getting solutions (Corbett & Anderson, 1995). Its use depends more on implicit knowledge than explicit knowledge for the knowledge of "how to do something does not require explicit knowledge" (Corbett & Anderson, 1995). The use of procedural knowledge also depends on intuitive knowledge which is consciously or unconsciously applied and for the latter may not be able to explain why, for example 'most people are unable to articulate semantic and syntactic rules of the language they use, although at the same time, they doubtless have intuitive knowledge of those rules (e.g., when asked by a foreigner they can always say which form is correct, but usually cannot say why; all they can say is that "it sounds better"' (Lewicki & Czyzewska, 1987).

It entails the accomplishment of some task and comprises of a sequence of steps (Jasen & Bray, 1993). Some of these procedures are formed from declarative knowledge, others from tacit knowledge comprising of heuristics (Gorman, 2002).

It is important to note that the application of procedural knowledge goes beyond human subjects where humans can use logic programming to write code in computer based systems that will be able to run routine procedures using interpreters without or with little human intervention (Apt, Blair, & Walker, 1988). This implies that some procedural knowledge can be automated and carried out by computer based systems with no or minimal human intervention.

In relation to the transfer of procedural knowledge, graphics are more effective compared to the use



of text and animation when dealing with novice learners (ChanLin, 2001). During the acquisition of procedural concepts, animations are said to be effective in deciphering such information and concepts (ChanLin, 2001).

An example of a situation where procedural and declarative knowledge are used concurrently could be given in the field of law where declarative knowledge comprises of the legal concepts and where the procedural knowledge the flow of judgement in reaching a sentence decision (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998).

Examples of statements demonstrating procedural knowledge: “knowing how to read a map of Los Angeles” and how to conduct an experiment (Camerer & Hogarth, 1999, p. 9). Another example is to know “how to kick a football” or knowing how to diagnose “an engine malfunction” or even knowing how to cook “a roast dinner” (George & Lansky, 1987, p. 3). Another example in the field of law that had been mentioned earlier is the “operative rules stated in the instructions that guide the application of state law to the case facts” (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998).

Therefore, in summary, procedural knowledge consists of information about how things are done and is in the form of steps, procedures, sequences, rules, strategies and skills. It relies on other types of knowledge such as explicit knowledge and when internalized by an individual, becomes tacit knowledge.

#### **2.6.3.6. Declarative knowledge**

Declarative knowledge could be defined as “content-based information stored as semantic concepts, schemata, scripts or prototypes” (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998, p. 128). This implies that declarative knowledge is content-based information that requires meaningful interpretation using pre-defined principles and concepts before storing it. An example of declarative knowledge could be the curriculum used to teach a course such as social work.

The stored information consists of facts (Camerer & Hogarth, 1999), rules (Apt, Blair, & Walker, 1988; Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998), definitions, concepts and terms (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998). It is therefore factual and experiential (Corbett & Anderson, 1995). Its application requires the knowledge about these facts (Moorman & Miner, 1998) and the memory of the same (Gorman, 2002). However, research shows that it is more difficult to acquire declarative knowledge compared to procedural knowledge (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998). These facts are in the form of figures, rules, relations and

concepts in a task domain (Cooke, Salas, Cannon-Bowers, & Stout, 2000). Declarative knowledge is useful in solving “what” type of questions (Gorman, 2002).

Examples of statements demonstrating declarative knowledge:

A statement like “Pasadena is northeast of Hollywood” (Camerer & Hogarth, 1999).

In the field of law declarative knowledge comprises of the contents of law such as constitutional law and contains detailed ‘Information about legal concepts that make up the contents of the blocks such as beyond a reasonable doubt, aggravating circumstance, mitigating circumstance, life in prison without probation or parole, comparability of mitigating factors with those discussed by the judge, and the ultimate responsibility of the sentence constitutes declarative knowledge’ (Wiener, Hurt, Thomas, Sadler, Bauer, & Sargent, 1998).

Declarative knowledge could then be termed as content-based information which is meaningfully interpreted into figures, rules, definitions, relations and concepts.

#### **2.6.3.7. Rationale knowledge**

Rationale knowledge is knowledge about why things are done (Moorman & Miner, 1998; Markus, 2001). For instance, being able to determine why a software product was designed (Markus, 2001).

Examples of statements demonstrating rationale knowledge:

“The value of human capital as expressed in financial terms should be capitalized on the balance sheet instead of expensed on the income statement” (Bontis, 2001).

“The purpose of a company is to maximize shareholder value, and maximize the effective use of capital. This should be reflected in every decision, at all levels of the company” (Bontis, 2001).

#### **2.6.3.8. Inferential knowledge**

Inferential knowledge involves creation of new factual knowledge from existing factual knowledge and is captured during knowledge acquisition phase (Jasen & Bray, 1993). It consists not only of solutions (new knowledge) but also contains information on ‘how and why’ those solutions were arrived at (Studer, Benjamins, & Fensel, 1998).

Examples of statements demonstrating inferential knowledge:

‘If your belief that  $p$ , by method  $M$ , tracks the fact that  $p$ , you know that  $p$  by that method. Your knowing  $p$ , however, is consistent with your having false beliefs about the means by which you acquire the belief that  $p$ ’ (Mazoue, 1985).

An observation in the medical domain of  $40^{\circ}\text{C}$  could be abstracted as ‘high temperature’ (Studer, Benjamins, & Fensel, 1998).

#### **2.6.3.9. Synthetic knowledge**

Synthetic knowledge is new knowledge formed after the use of existing knowledge and or the combination of various existing knowledge (Moodysson, Coenen, & Asheim, 2008). The existing knowledge includes any type of knowledge such as explicit, tacit, and procedural knowledge. However, it is suggested, that it is not always the case that new knowledge will emerge in the process noting that this depends on and uses existing knowledge (Asheim & Coenen, 2005).

Synthetic knowledge contains a truth-value which is realized out of observation and-or the study of existing factual knowledge (Asheim & Coenen, 2005). This occurs in pursuit of solving an existing problem or an inductive process aimed at producing a customized solution different from the norm (Moodysson, Coenen, & Asheim, 2008).

The motivation is mainly to get a solution for a problem. For instance, for a task carried out by a learner, the motivation could be to pass an exam. However, it’s important to note that the meaning derived out of synthetic knowledge differs from place to place since it is dependent on existing knowledge which also differs (Moodysson, Coenen, & Asheim, 2008). Therefore, synthetic knowledge is not universal (Moodysson, Coenen, & Asheim, 2008). Synthetic knowledge is therefore more specific to a particular context and also contains a strong tacit component and is partially codified (Moodysson, Coenen, & Asheim, 2008). The strong need for tacit knowledge in the formation of synthetic knowledge is due to the fact that it is mainly formed during the knowledge application phase which entails ‘doing, using and interacting’ (Morten, Bjorn, Edward, & Bengt, 2007).

It is common in ‘industrial settings’ which innovate mainly through the application and combination of existing knowledge with the aim of solving a specific problem (Gertler & Wolfe, 2006). It builds on existing innovation (Asheim & Coenen, 2005).

Industries with good synthetic knowledge base include engineering-based industries (Asheim &

Coenen, 2005). This includes those involved in automotives assembly (Gertler & Wolfe, 2006). Synthetic knowledge is therefore, the type of knowledge that is formed during the application of existing knowledge mainly with the aim of solving a problem. The knowledge formed is context-specific and may not be universal. However, it must contain a truth-value regardless of the context it was formed in.

### **2.6.3.10. Analytic knowledge**

Analytic knowledge is created when one acquires an understanding and can explain the features of the object of study (Moodysson, Coenen, & Asheim, 2008). This understanding comes from the ability to decompose the environment into small recognizable elements using abstract rules (Gorman, 2002). This understanding is supported by an individual's ability to "memorize, induce or deduce" facts (Ellis, 2004, p. 240). Other supportive factors are analytical methods such as content analysis (Clark & Eynon, 2009).

Analytic knowledge is used in situations that require an understanding of concepts or events using raw information that is not specific to them but useful when properly analysed and synthesized (Gotz, Zhou, & Aggarwal, 2006), the result or solution thereof is new knowledge (Asheim & Coenen, 2005).

Analytic knowledge helps in knowing why something is the way it is (Moodysson, Coenen, & Asheim, 2008). In gaining a better understanding of this type of knowledge, we could use a philosophical approach to define the term analytical to mean "the way of reasoning by which the truth of a proposition is established independent of fact or experience involving inference from general principle" (Asheim & Coenen, 2005). In summary, we could say that analytical knowledge involves reasoning in search of truth using the general principles that govern the domain in question.

Analytical knowledge consists of "conclusions reached by applying declarative and procedural knowledge in a particular fact domain" (Moorman & Miner, 1998; Markus, 2001). These conclusions could also be called concepts. These concepts are derived from existing data and are supported by relevant evidence (Gotz, Zhou, & Aggarwal, 2006). However it is important to note that these conclusions are not obvious at all times and may require different and careful views of the context of analysis and several 'attempts at transcribing data' from the context before valuable aspects reveal themselves (Wilkinson & Birmingham, 2003). A good example is probability judgment which requires analytic and declarative knowledge (Camerer & Hogarth, 1999).

Analytic knowledge comes as a result of scientific thought (Gutting, 2005). The content of analysis consists of scientific knowledge and models which require deductive methods of analysis and is strongly codified, abstract and universal (Moodysson, Coenen, & Asheim, 2008). This infers that these deductive methods are formed as a result of scientific thought. The results of an analysis are constant meaning that if the methods used in analysing were used in a similar context, the results would not differ (Moodysson, Coenen, & Asheim, 2008). Science-based industries such as the pharmaceuticals, genetics, biotechnology and information technology are good examples of industries that mostly depend on analytic knowledge (Moodysson, Coenen, & Asheim, 2008; Asheim & Coenen, 2005).

Analytical knowledge creation could therefore be explained as a process where one synthesizes existing data, derives concepts from such data and finds evidence to support the derived concepts (Moodysson, Coenen, & Asheim, 2008). We could therefore say that analytical knowledge is the sum of concepts and evidence where concepts are derived after data/knowledge has been synthesized.

An example of a condition requiring analytical knowledge: “a law enforcement analyst investigating an alleged case of political corruption would need to examine existing data, such as telephone records and newspaper articles, and use such information to synthesize new knowledge about potential suspects, including their social networks and political motives” (Gotz, Zhou, & Aggarwal, 2006).

In summary, analytic knowledge could be defined as the conclusions or concepts that arise out of scientific thought and understanding which comes from the ability to memorise, induce and deduce facts.

#### **2.6.3.11. Factual knowledge**

Using an intricate philosophical approach, factual knowledge is the knowledge that something is the case (Unger, 1968). This is supported by factual information such as an explanation of the existence of something or the validity or justification of a belief (Jasen & Bray, 1993). It could further be described as knowledge concerning the “objective realities” in a certain context which are described by the use of “objects, relations, events, states and casual relations” (Chandrasekaran, Josephson, & Benjamins, 1998, p. 3).

It is essential to note that not all “justified true belief” is factual knowledge and that “justified true belief” is not sufficient for factual knowledge (Unger, 1968, p. 165). It is also of essence to note that one may know something (factual knowledge) without a justification that it is so. In other words, without having the ability to explain why it is so (Unger, 1968). This is the case for an inexperienced person who has thoughts and beliefs which may be true, but cannot have “true knowledge of those matters which are subject of his opinion” for he lacks the necessary experience for “true knowledge of such matters” (Unger, 1967, p. 152). Therefore we could infer from this explanation of factual knowledge that true knowledge comprises of factual knowledge and experience.

In explaining factual knowledge acquired from a third party, it is correct to say that if one believes something, through some grounding beliefs, then that which he believes is true only if the grounding beliefs are also true (Unger, 1967).

The following story is useful in illustrating factual knowledge:

“Suppose that a man is looking at a turtle and even seeing that the turtle is crawling on the ground. This man may know that the turtle is crawling on the ground (and will in that he sees that it is); for because he is using his eyes (and because of other things as well)...and at that time, as we have supposed, the turtle watcher knows that there is a turtle crawling there upon the ground” (Unger, 1968, p. 160).

In summary, factual knowledge could be defined as knowledge concerning the “objective realities” in a certain context which are described by the use of “objects, relations, events, states and casual relations” (Chandrasekaran, Josephson, & Benjamins, 1998, p. 3).

### **2.6.3.12. Descriptive knowledge**

Descriptive knowledge is knowledge that involves “knowing that” fact or concept (ChanLin, 2001, p. 152). It is factual, universal and generally abstract (ChanLin, 2001). It entails description of situations, conditions and events and is presented in the form of text, video, audio, (Jasen & Bray, 1993) and animation (ChanLin, 2001). It also involves reciting of facts (ChanLin, 2001).

Animation can be used to help in memorization of rules and procedures (ChanLin, 2001). An example is the animated video that is used in an aircraft to help passengers memorize the rules and procedures of the aircraft during disembarkation.

In relation to the transfer of descriptive knowledge, a study reveals that, the use of graphics is more effective compared to the use of text when dealing with novice learners (ChanLin, 2001).

An example of descriptive task: Memorizing of the definition of “restaurant” and “force vector” (ChanLin, 2001).

An example of a question that evaluates descriptive knowledge: “What are the factors that might influence the direction of a force?” (ChanLin, 2001, p. 414).

An example of descriptive knowledge: “one milliliter of sea water contains about one million bacteria” (Amann & Ludwig, 2000, p. 556).

In summary, descriptive knowledge could be termed as the internalized understanding about a fact or concept that helps explain the situations, conditions or events that are related to such facts or concepts. It also entails the ability to state such facts or concepts.

#### **2.6.4. Knowledge evolution**

Nonaka (1995) studied and found various ways of creating new knowledge from existing explicit and tacit knowledge. Though this is not clearly mapped to show what type of knowledge this evolution process falls into, it is still worth mentioning the knowledge evolution process, and in particular, how this evolution takes place. The evolution was described as follows:

- Explicit knowledge to explicit knowledge. This evolution is mainly achieved by combining discrete pieces of explicit knowledge into a new whole (Nonaka, 1995).
- Tacit knowledge to explicit knowledge. This could be done by articulating the foundations of tacit knowledge (Nonaka, 1995).
- Explicit knowledge to tacit knowledge. The evolution from explicit to tacit knowledge comes as a result of internalization of explicit knowledge (Nonaka, 1995). An example that required the evolution of explicit knowledge into tacit knowledge: “student drivers need to be taught where the gears are on a standard transmission, but they need to make this explicit knowledge tacit before they can become accomplished drivers—shifting the gears without thought in response to the sound of the engine and the feel of the car” (Gorman, 2002, p. 228).

#### **2.7. Analytical framework**

Activity theory provided a framework for analysing the relationship between: subject (learner),

object (type of ePortfolio), outcome (type of knowledge), tool (ePortfolio system); roles, rules and community. In understanding the possible types of knowledge, different types of knowledge were identified from literature, which helped understand the various types of knowledge and their characteristics. A table with the characteristics of each type was developed as shown in Error! Reference source not found. . This helped in analysing content in order to understand the type(s) of knowledge it demonstrates. This is useful as the outcome of this activity is more specific, where the type(s) of knowledge are known. The specific types of ePortfolios created by the learners is illustrated in the Error! Reference source not found. and thus more specific results on the object used in this activity.

There are different types of knowledge created as human beings engage in the various activities. The notion of ‘types of knowledge’ used in this context could be defined as “a complex conceptual object that encapsulates the representation, behaviour, and visualisation” of the complete object of study (Jasen & Bray, 1993, p. 3). The table below summarises various types of knowledge and guides the analysis of the various types of knowledge identified by different authors. These various types will be analysed in Error! Reference source not found. below which consists of the various types of knowledge and the description of each. The third column contains the characteristics which were tested for in the artefacts present in the various types of ePortfolios.



Table 2: Knowledge metric

Type of Knowledge	Description	Characteristics
Implicit or Tacit Knowledge	<ul style="list-style-type: none"> <li>It consists of beliefs, perceptions, ideals, values, emotions and mental models so ingrained in us that we take them for granted (Srinivas, 2010). These are formed through concrete experiences (Jorna, 2001). They are highly personal, hard to formalize, difficult to communicate or share with others (Gorman, 2002; Srinivas, 2010).</li> <li>Tacit knowledge is mainly acquired through observation, imitation &amp; practice (Nonaka, 1995).</li> </ul>	<ul style="list-style-type: none"> <li>It informs the action</li> <li>Guides on ‘what to do’</li> <li>Contains personal information</li> <li>Comprised of individual experiences</li> <li>Consists of ideas, values and emotions</li> <li>Associations made are not explicit at the beginning (Gorman, 2002)</li> <li>Difficult to verbalize</li> <li>Relatively disorganized within memory</li> <li>Informal</li> <li>Does not require conscious control to apply it</li> <li>Comprises of internalized rules</li> </ul>
Explicit Knowledge	<ul style="list-style-type: none"> <li>This is knowledge about certain knowledge and how to use such knowledge (Ellis, 2004).</li> <li>It is expressed using words, numbers, scientific formulae, product specifications, manuals and principles (Srinivas, 2010).</li> </ul>	<ul style="list-style-type: none"> <li>It is expressed in written form and includes: <ul style="list-style-type: none"> <li>Scientific formulas,</li> <li>Principles,</li> <li>Manuals,</li> <li>Specifications</li> </ul> </li> <li>It is specific</li> <li>Contains explanations on “how to” use knowledge</li> <li>It is applied consciously</li> <li>It is controlled</li> <li>It is declarative and stable</li> <li>It is factual</li> <li>It is learnable</li> </ul>
Subjective Knowledge	<ul style="list-style-type: none"> <li>This is what one thinks they know (Flynn &amp; Goldsmith, 1999).</li> <li>It is self-perceived knowledge which could be explained as the sum of knowledge and self confidence (Raju, Lonial, &amp; Mangold, 1995).</li> </ul>	<ul style="list-style-type: none"> <li>Subjective knowledge = knowledge + self confidence</li> <li>It is self-perceived</li> <li>It is self-assessed</li> <li>It is sourced from personal and impersonal sources</li> <li>Personal sources – Internal memory, word of mouth</li> <li>Impersonal sources – Written sources, mass media</li> <li>Informs decision making</li> <li>Relies on experience</li> </ul>

Type of Knowledge	Description	Characteristics
Objective Knowledge	<ul style="list-style-type: none"> <li>This is actual knowledge and is measured by some tests (Flynn &amp; Goldsmith, 1999)</li> </ul>	<ul style="list-style-type: none"> <li>It is stored in memory</li> <li>It is the content or substance of knowledge</li> <li>It is actual knowledge</li> <li>It is measurable</li> <li>It comprises of: <ul style="list-style-type: none"> <li>standards,</li> <li>conventions,</li> <li>accepted procedures,</li> <li>pragmatic results and models</li> </ul> </li> </ul>
Declarative Knowledge	<ul style="list-style-type: none"> <li>It entails the memory of facts and events (Gorman, 2002).</li> <li>It is knowledge about facts (Moorman &amp; Miner, 1998), figures, rules, relations and concepts in a task domain (Cooke, Salas, Cannon-Bowers, &amp; Stout, 2000).</li> <li>Addresses “what” type of questions (Gorman, 2002).</li> </ul>	<ul style="list-style-type: none"> <li>It is factual</li> <li>Its application requires the memory of facts</li> <li>Comprised of a combination of; <ul style="list-style-type: none"> <li>figures,</li> <li>rules,</li> <li>relations and</li> <li>concepts</li> </ul> </li> <li>Addresses “what” type of questions</li> <li>It is content-based – information in need of meaningful interpretation</li> <li>It is experiential</li> </ul>
Procedural Knowledge	<ul style="list-style-type: none"> <li>It is knowledge about how things are done (Moorman &amp; Miner, 1998).</li> <li>It is comprised of steps, procedures and sequences (Cooke, Salas, Cannon-Bowers, &amp; Stout, 2000).</li> <li>Pertains accomplishment of some task and comprises of a sequence of steps (Jasen &amp; Bray, 1993)</li> <li>Some of these procedures are formed from declarative knowledge, others from tacit knowledge comprising of heuristics (Gorman, 2002).</li> </ul>	<ul style="list-style-type: none"> <li>It explains “how things are done”</li> <li>It is stored in either short or long term memory</li> <li>It comprises of ; <ul style="list-style-type: none"> <li>steps,</li> <li>procedures,</li> <li>rules,</li> <li>sequences,</li> <li>strategies and</li> <li>skills</li> </ul> </li> <li>It is domain specific</li> <li>It lacks flexibility</li> <li>It depends more on explicit knowledge</li> <li>It relies on intuition</li> </ul>
Rationale Knowledge	<ul style="list-style-type: none"> <li>It is knowledge about why things are done (Moorman &amp; Miner, 1998).</li> </ul>	<ul style="list-style-type: none"> <li>It consists of explanations</li> <li>It tells “Why things are done”</li> </ul>

Type of Knowledge	Description	Characteristics
Synthetic Knowledge	<ul style="list-style-type: none"> <li>It is knowledge that is obtained out of the use of existing knowledge using methods such as observation (Moodysson, Coenen, &amp; Asheim, 2008).</li> </ul>	<ul style="list-style-type: none"> <li>It is context specific</li> <li>It uses tacit knowledge</li> <li>It is formed during the application phase of knowledge</li> <li>It is mainly used in industrial settings such as engineering</li> </ul>
Analytic Knowledge	<ul style="list-style-type: none"> <li>Involves conclusions reached by applying declarative and procedural knowledge to a particular domain (Moorman &amp; Miner, 1998).</li> <li>It's the sum of concepts and evidence supporting such concepts (Moodysson, Coenen, &amp; Asheim, 2008).</li> </ul>	<ul style="list-style-type: none"> <li>It consists of conclusions reached through the application of declarative and procedural knowledge</li> <li>It requires understanding of the world in question</li> <li>It requires the ability to memorize, induce and deduce facts</li> <li>It explains why an object of study is the way it is</li> <li>It requires deductive reasoning</li> <li>It generates concepts and provides the required evidence to explain the validity of such concepts</li> </ul>
Factual Knowledge	<ul style="list-style-type: none"> <li>It entails factual information such as the existence of something in a specific domain, validity of a belief (Jasen &amp; Bray, 1993).</li> </ul>	<ul style="list-style-type: none"> <li>It contains assertive statements</li> <li>It comprises of facts</li> </ul>
Inferential Knowledge	<ul style="list-style-type: none"> <li>Created from existing factual knowledge and is captured during knowledge acquisition phase (Jasen &amp; Bray, 1993).</li> </ul>	<ul style="list-style-type: none"> <li>It uses factual knowledge</li> <li>It consists of solutions developed from the application of factual knowledge</li> <li>It tells "how and why"</li> </ul>
Descriptive Knowledge	<ul style="list-style-type: none"> <li>It entails description of situations, conditions and events and is presented in the form of text, video, audio and graphics such as pictures and tables (Jasen &amp; Bray, 1993).</li> </ul>	<ul style="list-style-type: none"> <li>It consists of descriptive statements and evidences</li> <li>It comprises of text and other media types</li> <li>It explains situations, conditions and events</li> <li>It depends on factual knowledge</li> </ul>



## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

The purpose of this study is to identify the various types of knowledge that are embodied in the ePortfolios developed by the learners. The research methodology makes use of the qualitative approach making use of content analysis of the learner ePortfolios and in-depth interviews with the course convener. A sample of one of the learner ePortfolios could be found in *APPENDIX C: ePortfolio Screenshots*. This could then help identify the types of knowledge that the learners create in their ePortfolios. This could also help determine the types of ePortfolios the learners create.

#### **3.1. Research methodology**

Each method of research is based on a particular paradigm, a patterned set of assumptions relating to “reality (ontology), knowledge of that reality (epistemology) and the particular ways of knowing that reality (methodology)” (Sale, Lohfeld, & Brazil, 2002). There are quantitative and qualitative methods of research.

Qualitative research is based on the ontological proposition that reality and truth depends on the one constructing it, and as a result there could be multiple realities and truths of the same phenomena (Sale, Lohfeld, & Brazil, 2002; Leedy & Ormod, 2005). It emphasizes on processes and meanings using techniques such as in-depth and focus group interviews and participant observations (Sale, Lohfeld, & Brazil, 2002). It is based on interpretivism and constructivism (Lin, 1998; Sale, Lohfeld, & Brazil, 2002). The interpretivists aim at discovering casual mechanisms which lead to beliefs specific to a case (Lin, 1998).

This research makes use of the qualitative research methodology. This research aims at understanding the various types of knowledge the learners developed in the process of creating an ePortfolio using a rubric. The qualitative proposition that there could be multiple realities and truths supports the understanding that learners could construct different meanings leading to different types of knowledge.

This research applies activity theory as its analytical framework where it seeks to assess the subject(learner)-tool(ePortfolio system)-object(type of ePortfolio) relationship and the outcome(knowledge) of this relationship. Through literature review, the researcher was able to

identify and define the characteristics of the various types of ePortfolios, and also the various types of knowledge. This will help in identifying the object and also the outcome of each learner.

### **3.2. Research design and the proposed methods of investigation**

The main methods include; in-depth interviews and content analysis. The first method of conducting in-depth interviews will involve the researcher and the lecturer (course convener) in charge of supervising second year learners in fieldwork at the social work department. This is appropriate as it would help identify the kinds of interactions between the learner and convener that occur during the ePortfolio development process, the timelines and deliverables, and also the method of assessment.

The course convener will be requested in advance in each of the interviews which should last an average of about 25 minutes. The interviews will be recorded electronically after which they were transcribed. The researcher was cognisant of the disadvantages of in-depth interviews. They are known to be prone to bias, time intensive, not generalisable and requiring appropriate interviewing technique (Boyce & Neale, 2006). This research will then take necessary measures to avoid being overly-affected by these issues and remain objective.

The second method involves content analysis of the ePortfolios. This will be through the analytical framework designed in the literature review section. It is important to note that the ePortfolio contains large amounts of text which need to be categorized in order to provide a meaningful reading of the text under scrutiny.

The learners whose ePortfolios are to be studied were identified through the second year course convener at the department who has also been tasked with the responsibility of steering the implementation process of the ePortfolio tool. These learners have the option to opt out or participate in the process.

Following a request for access rights through the course convener, the learners granted the researcher the same access privileges they grant the course convener. The researcher then accessed the ePortfolios and locally saved the contents of these ePortfolios for easy access and analysis. The researcher then used Error! Reference source not found. to analyse the content in order to understand the types of ePortfolios that the learners create which forms the object in the activity theory model. Following this, the researcher used Error! Reference source not found. to

analyse content with the aim of understanding the types of knowledge that these learners develop and thus knowing the specific outcomes of this activity.

### **3.3. Procedure for data collection**

This study relied on two groups of participants, the second year course convener and four learners under his supervision. The choice of these participants was motivated by two main factors. Firstly, the learners were creating an ePortfolio and not a paper-based portfolio. Secondly, the learners enjoyed more affordances using the ePortfolio application. The study was conducted for two months. The researcher did not interfere with the learners as they developed their ePortfolios.

The data used in this study was sourced from the ePortfolios created by the learners; the rubric used for assessment; the assessments by the course convener; and the transcripts from face to face interviews between the researcher and the course convener. It is important to note that the researcher obtained ethical clearance from the learners through a consent form that was issued and confirmed by their course convener following their acceptance to participate. A sample of the consent form could be viewed in *APPENDIX A: EPORTFOLIO STUDY CONSENT FORM*.

### **3.4. Data analysis and interpretation**

The interview transcripts and ePortfolio content from the learners were studied using a qualitative content analysis technique where instead of coding, the various types of knowledge and ePortfolio were then identified and analysed (Wilkinson and Birmingham, 2003). The contents were analysed per statement using the characteristics listed in the knowledge frameworks. This applies to the contents the learners include in their ePortfolio. Where a statement demonstrates a certain type of knowledge, this will be recorded with a score of one. A sample of how these decisions were arrived at will also be provided in chapter 5. This will be useful in understanding the types of knowledge demonstrated by these learners.

In order to determine the type(s) of ePortfolio that these learners developed, noting that this was not made explicit in the rubric, the ePortfolio analytical framework developed earlier will be used to determine this by analysing the interview proceedings with the course convener and the rubric. The characteristics of each type of ePortfolio will then be searched within these sources and where a characteristic is observed mainly from a statement either from the interview or the rubric, a score of one will be awarded. This will be useful in determining the types of ePortfolios that the learners are required to develop. This could then help form a correlation between types of ePortfolios and types

of knowledge.

### **3.5. Validity and reliability**

Triangulation as a method deals with the issue of internal validity by using different methods of data collection to answer the research question (Barbour, 2001). The researcher attempted to find a means to use the data collected from the interviews, the content obtained from the learners and the rubrics in use. Hoepfl (1997) describes this use of official records such as the rubric, and other documents as valid sources of data for this purpose.

Furthermore, the use of open ended, non forcing questions with the knowledgeable convener during the in-depth interview process, allowed him to freely discuss the subject area within his knowledge structures thereby achieving validity (Stenbacka, 2001).

University of Cape Town



## CHAPTER FOUR

### RESULTS

#### 4.0 Introduction

This research applied the qualitative approach in analysing data. The data was sourced from interviews, ePortfolios from the four learners and the rubric. This section presents the results. The next section will give meaning to these results as it explains the subject-tool-object-outcome relationship using activity theory.

#### 4.1 Demographic profile of respondents

This study involved four second year learners and one course convener (lecturer) from the social work department at the University of the Western Cape.

#### 4.2 Source of data

This research made use of the ePortfolios developed by the four learners. The researcher requested the learners to give him the right to access to their ePortfolios. The learners then voluntarily granted the researcher rights to access their ePortfolio. This involved the signing of a consent form issued to them by the researcher through the second year course convener. A sample of this consent form can be accessed in *APPENDIX A: EPORTFOLIO STUDY CONSENT FORM*.

Through the ePortfolio tool, a learner is able to create a group, select the desired members of that group and add them, select and add the parts of the ePortfolio he/she wants to showcase to the group. Following this, the group members can individually access the learner's ePortfolio, view it and add comments where necessary. Each of the learners used this feature to grant the course convener and the researcher rights to access their ePortfolio. The course convener and the researcher belonged to the same group and thus accessed the same content. A demonstration of this can be accessed in *APPENDIX C: ePortfolio Screenshots*, especially the first and second screenshots. The view consists of parts or all of the ePortfolio and helps the learner to package their ePortfolio for a particular audience and purpose such as assessment.

#### 4.3 Results demonstrating the existence of certain types of ePortfolios

The aim of this analysis was to understand the types of ePortfolios that the learners were expected to develop. The analysis was based on Error! Reference source not found. and focused on

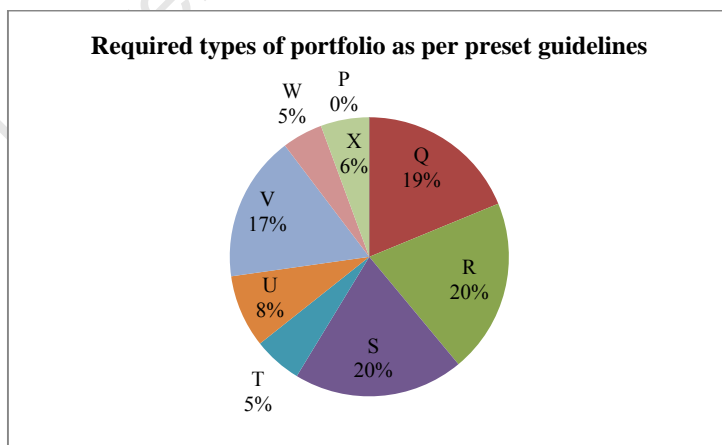
two main sources of data, namely: the rubric and face-to-face interviews with the course convener.

Each type of ePortfolio is represented by a unique letter of the alphabet to help in the analysis. The table below shows each type of ePortfolio, the unique code for each types and score each got from the analysis.

*Table 3: Required types of ePortfolios as per preset guidelines*

Type of ePortfolio	Code	Score
Formative ePortfolio	P	<b>0</b>
Summative ePortfolio	Q	<b>6.67</b>
Working ePortfolio	R	<b>7.17</b>
Reflective ePortfolio	S	<b>7</b>
Connected ePortfolio	T	<b>2</b>
Presentation ePortfolio	U	<b>3</b>
Assessment ePortfolio	V	<b>6</b>
Learning ePortfolio	W	<b>1.67</b>
Writing ePortfolio	X	<b>2</b>

The table above was used to generate the pie chart shown below. The predominant ones are those types of ePortfolios that the learners are required to develop as guided by the rubric and the course convener who helps in interpreting the rubric to the learners.



*Figure 2: Required types of ePortfolios as per preset guidelines*

**Error! Reference source not found.** and Figure 2: Required types of ePortfolios as per preset guidelines above are very useful in determining the types of ePortfolios the learners are required to

develop by the department. The study focused on those types that got a score of more than 10% overall. Those with less than 10% were insignificant however, their data is still available.

A brief summary of the predominant types of ePortfolios with more than 10% is as follows: working ePortfolio (R) with 20%, reflective ePortfolio (S) also with 20%, summative ePortfolio (Q) with 19% and assessment ePortfolio (V) with 17%. These findings suggest that the learners were required to develop four types of ePortfolios, namely: working, reflective, summative and assessment ePortfolios based on the rubric.

#### 4.4 Results demonstrating the existence of certain knowledge types

The following table describes the codes used in the data while representing each of the various knowledge types. These are the knowledge types identified and described in Error! Reference source not found.. It is important to note that examples of the analysed statements, which helped arrive at these results are provided in the next section.

The types of knowledge are coded in an alphabetical order, though this is not done in any preference. They are described as follows;

*Table 4: Knowledge Type code description*

Label	Knowledge Type
A	Implicit
B	Explicit
C	Subjective
D	Objective
E	Declarative
F	Procedural
G	Rationale
H	Synthetic
I	Analytic
J	Factual
K	Inferential
L	Descriptive

In demonstrating the existence of knowledge and in particular the knowledge types identified in

Error! Reference source not found. , the source and owners of the analyzed statements were maintained. The document sources are noted at the end of every statement using the prefix “S” followed by the document number, i.e. S1, S2....S50. With respect to the owners of these documents, learners actual names were not used; however a naming convention which helped separate each of these owners was adopted. The adopted naming convention included a combination of the word ‘Learner’ and an alphabetic letter starting from ‘A’. This resulted in the following codes: Learner A, Learner B, Learner C and Learner D respectively.

#### 4.4.1. Description of the analysis methodology

In order to quantify the existence of knowledge, a statement received a score of one if some of the characteristics of a knowledge type in question were traceable. An example of how this was applied can be accessed in section 5.2.1 *Overall knowledge distribution*. This can be represented in tabular form as follows;

Table 5: Knowledge scores

Score	Knowledge
0	Not Traceable
1	Traceable

Error! Reference source not found. describes the characteristics used in measuring the knowledge in each of the statements analyzed. The table acts as a yardstick in measuring knowledge. It uses the scores described in Error! Reference source not found. .

#### 4.4.2. Sum total of Statements analyzed

The learners developed a sum total of 573 statements in the process of developing their ePortfolios. Error! Reference source not found. was applied in analyzing these statements. This analysis can be accessed in *APPENDIX E: ePortfolio Content Analysis*. A total of 573 statements were analysed. The number of statements analysed for each learner is given in the table below.

Table 6: Sum of statements analysed

<b>Learner</b>	<b>Statements</b>
Learner A	161
Learner B	128
Learner C	87
Learner D	197
<b>Total</b>	<b>573</b>

The size, content and format of presenting information in the ePortfolio differed for each learner. This could be attributed to the fact that the learners interacted with different community members, who were doing different activities and also from the fact that each learner interpreted the environment under study differently.

#### **4.4.3. Findings on knowledge scores per knowledge type**

By Using *Error! Reference source not found.*, the total of 573 statements got a sum total score of 1,244. The reason for the total score being higher than the total statements is that a statement could contain traces of more than one knowledge type and thus get a score greater than one. As an illustration, some of the knowledge types had a score of zero, as is the case with synthetic knowledge (H), while others had a score of more than 300 as is the case with descriptive knowledge (L). The score of 300 in the case of descriptive knowledge is greater than half the total number of statements. This therefore implies that the statements that got a score for descriptive knowledge also received scores in other knowledge types.

The breakdown of this score per type of knowledge is illustrated in the table below;

*Table 7: Knowledge scores per knowledge type*

<b>Code</b>	<b>Knowledge Type</b>	<b>Total</b>
A	Implicit	47
B	Explicit	131
C	Subjective	342
D	Objective	5
E	Declarative	130
F	Procedural	33
G	Rationale	88
H	Synthetic	0
I	Analytic	133
J	Factual	2
K	Inferential	0
L	Descriptive	333
	<b>Total</b>	<b>1244</b>

The codes of the knowledge types in the table above are described in *Error! Reference source not found.*

#### **4.4.4. Findings on knowledge scores per learner**

This research focused on the learner's ePortfolio, and the types of knowledge each learner was able to demonstrate through their ePortfolio. The findings on the ePortfolio types illustrate the types of ePortfolios these learners are required to develop, as guided by the rubric. The table below gives a different perspective of *Error! Reference source not found.* as it demonstrates the knowledge scores per learner. It is important to note that the sum total score is still 1,244.

Table 8: Knowledge scores per learner

Learner	Knowledge scores
Learner A	344
Learner B	297
Learner C	211
Learner D	392
<b>Total</b>	<b>1244</b>

Table 9: Knowledge scores per learner

This table is useful as it helped in determining patterns such as learners who demonstrated the highest scores. More meaning could also be derived if the results presented by Table 9: Knowledge scores per learner could be related to the number of statements identified for each learner as shown in *Error! Reference source not found.*

#### 4.4.5. Findings on knowledge scores per knowledge type per learner

The table below combines the findings demonstrated by *Error! Reference source not found.* and Table 9: Knowledge scores per learner. This table shows the total scores per learner and per knowledge type as shown below:

Table 10: Scores by learner per knowledge type

	A	B	C	D	E	F	G	H	I	J	K	L	Total
Learner A	33	25	127	0	25	3	12	0	47	0	0	72	344
Learner B	2	34	59	0	34	11	28	0	28	2	0	99	297
Learner C	5	32	23	3	30	4	26	0	21	0	0	67	211
Learner D	7	40	133	2	41	15	22	0	37	0	0	95	392
<b>Total</b>	<b>47</b>	<b>131</b>	<b>342</b>	<b>5</b>	<b>130</b>	<b>33</b>	<b>88</b>	<b>0</b>	<b>133</b>	<b>2</b>	<b>0</b>	<b>333</b>	<b>1244</b>

The actual names of the knowledge types illustrated by letters A to L above are available in *Error! Reference source not found.* and the characteristics of each of these are available in *Error! Reference source not found.*

This table is useful as it helped determine the total score a learner got in a certain knowledge type and also helped in determining patterns such as the knowledge type with the highest, medium and lowest score per learner. This table could also be possible to identify any abnormal patterns such as a learner having a score that is either too high or too low in a certain knowledge type when compared to that of the other learners.

#### 4.4.6. Bar chart of scores by learner per knowledge type

The bar chart below has ‘knowledge type’ as the discrete data set and is plotted vertically against the horizontal axis which contains the scores. The knowledge types are discontinuous since they are specific to each learner and also require different characteristics to measure. The bar chart below demonstrates the knowledge score distribution in proportion to a specific knowledge type for every learner that was studied. Each bar is specific to a learner and has a colour unique to that learner. The exact scores of each bar could be obtained from *Error! Reference source not found.*

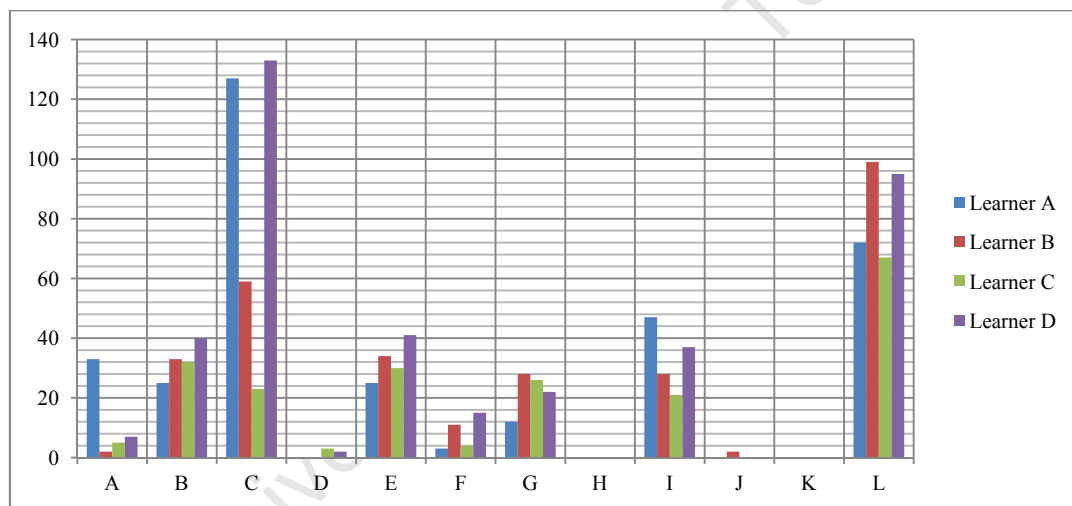


Figure 3: Scores by learner per knowledge type

This table is useful as it illustrates the distribution of knowledge for each learner per knowledge type. The contents of each learner’s ePortfolio can be analyzed per knowledge type and compared with other knowledge types and other learners to reach desirable conclusions. It is important to note that for those knowledge types that scored zero for a particular learner, there was no representation on the bar chart. Such is the case for synthetic (H), inferential (K), factual (J) and objective knowledge (D) for some or all the learners. In the case of synthetic (H) and inferential knowledge (K), the scores were zero for all learners, while learners A, C and D had a score of zero in the case for factual knowledge (J). Learners A and B had a score of zero in the case of objective knowledge (D). The actual scores could be viewed in *Error! Reference source not found.*



#### 4.4.7. Pie Chart illustrating overall knowledge distribution

The pie chart below demonstrates the knowledge score by all learners per knowledge type. The percentage values of each knowledge type are represented as a proportionally sized slice or sector of the pie. It is then possible to know how much share each knowledge type has from the analyzed statements. The predominant types are identified through the percentage scores.

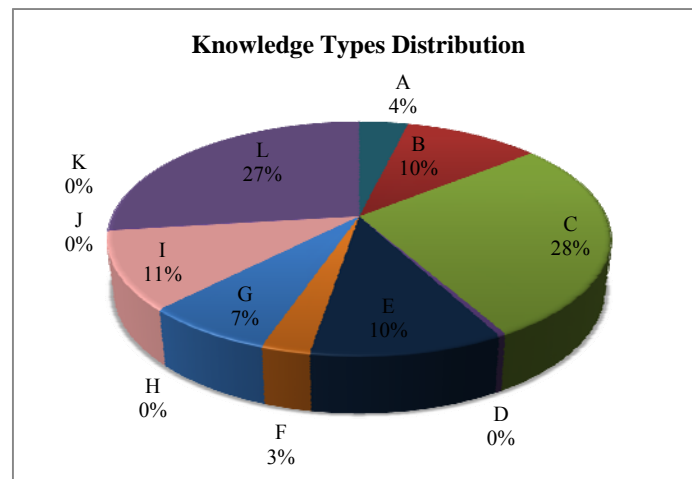


Figure 4: Pie Chart illustrating overall knowledge distribution

Subjective knowledge (C) had the highest representation with 28% followed by descriptive knowledge (L) with 27% and analytic knowledge (I) with 11%. Some of the knowledge types are not represented since their percentage score is insignificant. Such is the case for objective knowledge (D), synthetic knowledge (H), and inferential knowledge (K). This is attributed to the fact that for some or all learners, these knowledge types had a score of zero. This rendered the total score insignificant. The full name of each knowledge type is illustrated in *Error! Reference source not found.*

#### 4.4.8. Pie chart illustrating the knowledge distribution for learner A

The chart below is specific to learner A. It shows the share that each knowledge type had and was useful in identifying the predominant knowledge types for that learner. The predominant types are identified through the percentage scores.

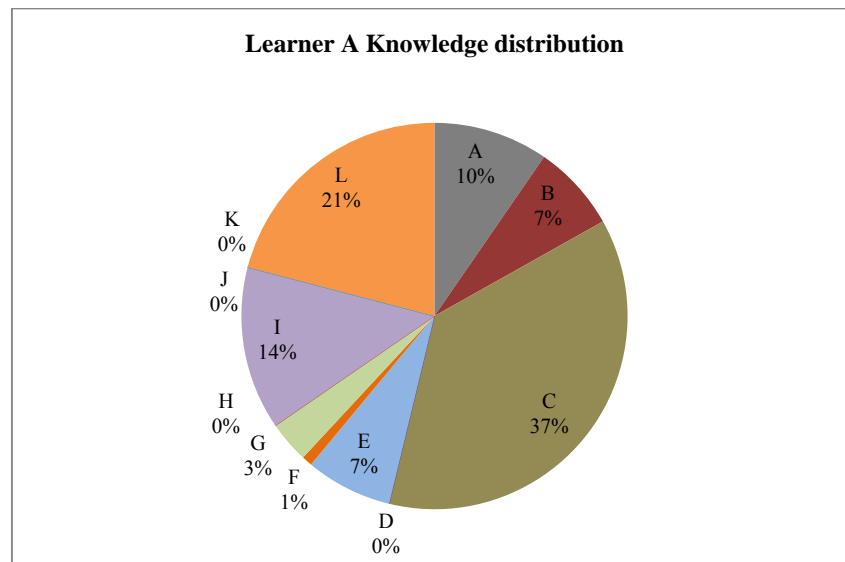


Figure 5: Pie Chart illustrating the knowledge distribution for learner A

Subjective knowledge (C) had the highest representation with 37% followed by descriptive knowledge (L) with 21% and analytic knowledge (I) with 14%. Some of the knowledge types are not represented since their percentage score is insignificant percentagewise or zero. Such is the case for objective (D), synthetic (H), and inferential knowledge (K). The full name of each knowledge type can be obtained from *Error! Reference source not found.*

#### 4.4.9. Pie chart illustrating the knowledge distribution for learner B

The chart below is similar to the one described in the previous section for learner A. It also shows the share that each knowledge type has and helps in identifying the predominant knowledge types for that learner and also those knowledge types that are disadvantaged. The predominant types are identified through the percentage scores.

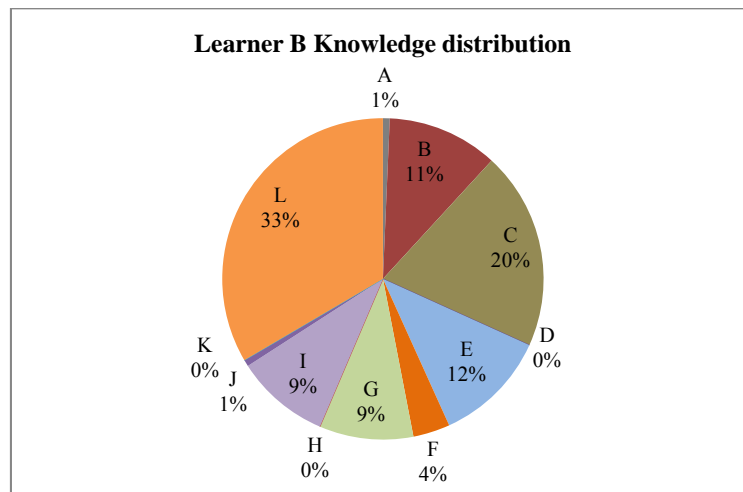


Figure 6: Pie Chart illustrating the knowledge distribution for learner B

Descriptive knowledge (L) had the highest representation with 33% followed by subjective knowledge (C) with 20% and analytic knowledge with 14%. This is different compared to learner A, since subjective knowledge was predominant in A's case, while descriptive knowledge dominated for learner B. Some of the knowledge types were not represented since their percentage score was zero or insignificant when converted to percentage form. Such is the case for objective (D), synthetic (H), and inferential knowledge (K). The full name of each knowledge type can be obtained from *Error! Reference source not found.*

#### 4.4.10. Pie chart illustrating the knowledge distribution for learner C

The chart below is similar to the one described in the previous sections for learners A and B, only that this one is specific to learner C. It also shows the share that each knowledge type had and helps in identifying the predominant knowledge types for learner C and also those knowledge types that were disadvantaged. The predominant types are identified through the percentage scores.

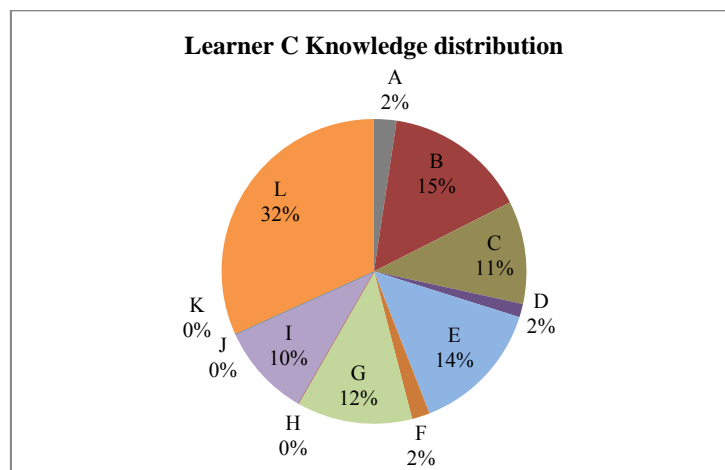


Figure 7: Pie Chart illustrating the knowledge distribution for learner C

Descriptive knowledge (L) had the highest representation with 32% followed by explicit knowledge (B) with 15% and declarative knowledge (E) with 14%. This is similar to learner B since descriptive knowledge (L) dominates in both cases. Unlike learner A and B's case, where the third position is held by analytic knowledge (I), in the case of C, it is declarative knowledge (E). Some of the knowledge types had a score of zero or an insignificant value when converted to a percentage. Some of the knowledge types are not represented since their percentage score was insignificant. Such is the case for factual (J), synthetic (H), and inferential knowledge (K). The full name of each knowledge type can be obtained from *Error! Reference source not found.*

#### 4.4.11. Pie chart illustrating the knowledge distribution for learner D

The chart below is similar to the one described in the previous sections for learners A, B and C, only that this one is specific to learner D. It also shows the share that each knowledge type had and helps explain the predominant knowledge types for learner D and also those knowledge types that were disadvantaged. This is mainly by comparing the percentage scores of each type.

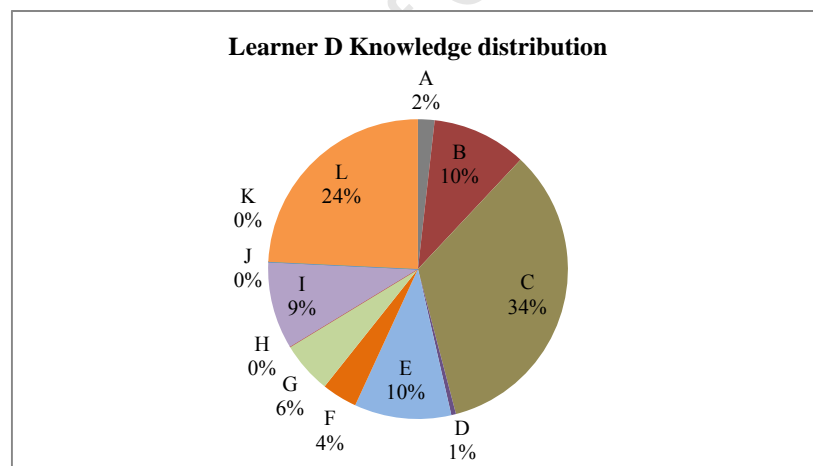


Figure 8: Pie Chart illustrating the knowledge distribution for learner D

Descriptive knowledge (L) had the highest representation with 34% followed by subjective knowledge (C) with 24% in the second position followed by both explicit (B) and declarative knowledge (E) in third position with 10%. This is unique in the case of analytic knowledge (I) since for learner A and B, it takes the third position, but for learner D, it occupies fourth position. It is similar to learner C since descriptive knowledge (L) is also predominant. The other knowledge types not represented in the chart had insignificant percentage values. These include factual

knowledge (J), synthetic knowledge (H), and inferential knowledge (K). These three knowledge types also had a percentage score of zero in the case of learner C. The full name of each knowledge type can be obtained from *Error! Reference source not found.*

## CHAPTER FIVE

### DISCUSSION OF RESULTS

#### 5.0 Introduction

This chapter presents the discussion of the results. It describes key findings, themes and observations with respect to the research questions and objectives of the study that were defined in sections *1.8 Research questions* and *1.9 Objectives of the study*. To achieve this, it identifies four themes from the research questions and objectives. These themes are then used in analysing and discussing the results with the aim of addressing the research questions and objectives.

#### 5.1 Themes adopted in analysing and discussing the results

To answer the research questions and meet the objectives of this study, four fundamental aspects were identified. They include:

- The types of ePortfolios required by the rubric
- The types of knowledge demonstrated by the learners
- The ePortfolio activity systems for each of the learners
- The effectiveness of the rubric in assessing the various types of knowledge demonstrated by the learners

The themes identified above, will be discussed in the sections that follow.

#### 5.2 Types of ePortfolios developed by the learners

This section is informed by the results demonstrated by **Error! Reference source not found.** and the pie chart diagram *Figure 2: Required types of ePortfolios as per preset guidelines*.

These results came from the analysis of data obtained from the rubric titled “exit level outcomes ePortfolio assessment form” which is available in *APPENDIX D: RUBRIC* and the face-to-face interviews with the course convener whose transcripts are available in *APPENDIX B: INTERVIEWS*.

It is important to note that the rubric or the interviews did not explicitly state the types of ePortfolios the learners were required to develop. However, following the analysis of the rubric and the interview, it was possible to determine the types of ePortfolios that the learners were expected to

develop. It was also confirmed through observation of the final ePortfolios, that the learners developed the types of ePortfolios that the rubric implicitly required them to.

It was interesting to note that based on the nature of some ePortfolio types; more than one type of ePortfolio was required, since some are not an end by themselves. For instance, the working ePortfolio and the reflective ePortfolio could be developed for assessment purposes. A brief summary of the predominant types of ePortfolios with more than 10% is given as follows: working ePortfolio (R) with 20%, reflective ePortfolio (S) also with 20%, summative ePortfolio (Q) with 19% and assessment ePortfolio (V) with 17%.

These results of the four ePortfolio types mentioned above could be interpreted as follows:

The working ePortfolio is not the end result as it is more of a process that involves collecting, interjecting, designing and planning (Barrett, 2000). This process involves reflection. The learners were able to reflect on their individual experiences and learning (Sharp, 1997; Barrett, 2000) and express it in their ePortfolio which then qualified it as a reflective ePortfolio. The artefacts that the learners collected came from the field work activities in their second year. This selection was guided by the course convener. This process of collecting the ePortfolio at the end of the field work activity and being guided by the course convener on what to include in the ePortfolio is characteristic of the summative ePortfolio, Barrett (2006) as cited in (Wassenmiller & Lazarevic, 2010). The fact that a rubric was then used in the assessment of the ePortfolio which demonstrated prior learning makes this ePortfolio to be an assessment ePortfolio (Abrami & Barrett, 2005).

The other four types of ePortfolios that were also observed in each of the learner's ePortfolio are presentation, writing, connected and learning ePortfolios. The ePortfolio was made for presentation to the examiners showcasing what had been learnt during the second year and in particular during field-work and as a result qualify as a presentation ePortfolio (Abrami & Barrett, 2005). The fifth outcome which the rubric assesses, is whether the learner is able to "produce and maintain records of social work interventions: processes and outcomes" (see *APPENDIX D: RUBRIC*). This suggests that one of the aims of this process was to help the learner achieve this writing skill. It can therefore be inferred that the ePortfolio, is also a writing and a learning ePortfolio which both involve learning, the difference being that writing ePortfolio views writing as a "craft" (Sharp, 1997) whereas the learning ePortfolio views writing as "a method for learning" with the aim of creating new meaning through the process of writing (Sharp, 1997).

The outcome described earlier seems to seek both ends for the learners eventually created new meaning in the process of writing, though they also aimed at mastering to become good writers. This whole process involved connecting artefacts together to form new meaning which made it qualify as a connected ePortfolio (Barrett, 2000).

## **5.3 Types of knowledge embodied in the ePortfolios**

### **5.3.1. Overall knowledge distribution**

Following the results generated using the pie chart *Figure 4: Pie Chart illustrating overall knowledge distribution* and the bar chart *Figure 3: Scores by learner per knowledge type*, the following were observed.

The knowledge types that were most predominant in the four ePortfolios analysed were subjective knowledge (C) and descriptive knowledge (L). Subjective knowledge got a score of 342, representing 28% of the total score, while descriptive knowledge got a score of 333, getting a percentage score of 27%. The sum of these two knowledge types was 55%, which is more than half of the total knowledge content. This therefore implies that more than half of the knowledge content developed or compiled comprised of subjective and descriptive knowledge. It is important to demonstrate, through a sample statement that describes subjective and descriptive knowledge.

The example below is an example statement by one of the learners that demonstrates subjective information:

“EXIT LEVEL OUT COME # 6: Reflecting back at what skill and principles the learner has used. To be honest, because it was one of the ethical values in social work. It was very difficult because at some point the learner was confused on how to evaluate. To reflect on the situation, considering my feelings Applying the theory and not able to evaluate. To be more honest and so that the learner can evaluate. S42”

In this statement, the learner talks more about her own experience and perceptions. The main theme in the statement is honesty, where the learner realizes the importance of that value and reflects and does a self-check on how good she applied the value while doing fieldwork.



The presence of descriptive knowledge in the total knowledge content implies that the learners described most of the experiences they were exposed to while developing their ePortfolio through the fieldwork activity. As an example, the statement below demonstrates descriptive knowledge:

“The learner first went to get the approved questionnaires from [Course convener] and then went to the community of UWC. The learner approached people that were passing randomly. She first introduced herself and then explained what she was doing , what the questionnaires were about and how long it will take to fill them in. The learners then asked the participants if there were interested in filling-the questionnaires. S50”

The statement above shows how the learner described the process she had to follow before issuing the questionnaires and how she eventually distributed them to the target audience. This statement also has an element of procedural knowledge as the learner described the steps she followed. These formed part of the rules governing the process of issuing questionnaires and the strategy she used. This strategy involved her giving a brief introduction of herself. It is important to note that, though procedural knowledge is such an important component, it was only represented by 1% of the total score, implying that it was not sufficiently applied by the learners.

Analytic knowledge (I) was third with a score of 133 forming 11% of the total knowledge content. This implies that the learners were able to analyse and understand the context they were in and reach conclusions using either declarative or procedural knowledge. As an example, the statement below demonstrates analytic knowledge:

“In my mezzo group work, I applied my knowledge on how to establish rapport and I used effective communication by introducing myself and my co-facilitator, speaking in a language that everybody could understand and also getting to know everyone. S4”

Though the statement above appears to contain subjective knowledge since she talked of her experience, it also contains descriptive knowledge since she also explained the procedure she used. The statement also contains analytic knowledge in the sense that she applied the correct procedure in communicating to her audience and also declared subjectively her ability to establish rapport. She understood her context and spoke a language that was familiar to the majority.

The fourth position was shared by two knowledge types namely, explicit knowledge (B) and declarative knowledge (E). Each of these got a score of 130, each which when combined, represented a percentage score of 20%.

The main characteristics that were used to assess explicit knowledge in these ePortfolios included, a conscious application of the knowledge which differs from implicit knowledge that is usually unconsciously applied, specifically comprising of either; formulas, principles, manuals or specifications, and also explanations on how to use such knowledge, declarative, factual and learnable. As an example, the statement below demonstrates explicit knowledge:

“I have applied my knowledge of skills and principles that should be applied when engaging with a client, an example of these skills includes; effective communication, establishing rapport, informing the client about confidentiality and informed consent. S4”

The learner in this case was consciously aware of the skills she needed when interacting with a client. She was able to state the required skills and the principles to follow such as confidentiality. The learner also expressed these in written form in their ePortfolio. This statement also contains subjective knowledge as she perceived to know and to have applied the stated knowledge in her interaction with the client. It is also declarative for she demonstrated the memory of the facts that govern effective interaction with a client.

Declarative knowledge addresses what type of questions, its factual comprising of figures, rules relations and concepts, and is experiential. As an example, the statement below demonstrates declarative knowledge:

“The personal values; beliefs or stereo type that influence your interaction with your client system on either micro or meso level of social work. The fact that the learner believes that valuing the client, respecting the client influenced the interaction with the system on both the micro and meso social work level. S13”

The above statement explains what personal values are. It also contains descriptive knowledge as it uses factual information to describe personal values and how its application affected the interaction with the system.

The fifth spot was occupied by rationale knowledge (G) with a score of 88 which then formed 7% of the total knowledge content. It consists mainly of explanations about why things are done. As an example, the statement below demonstrates rationale knowledge:

“The ePortfolio has been structured in a rather easy way which is user friendly to a third part may need to access information. This ePortfolio contains all the practical work that the learner has done during first and second semester practical. The learner used the reports, assignments and task that were done during the course of this year, to gather all the evidence. They also were able to achieve most of the evidence by using theories provided by the lecturer and also the skills of social work that was acquired during lab session. S67”

The above statement, though containing subjective and descriptive knowledge, also explains why the mentioned activities were carried out. The learner stated that the reason for using the reports, assignments, accomplished tasks and theory was to be able to gather all the evidence. The learner also described that she was able to collect most of the evidence by use of theory taught in class and lab sessions. This information is subjective as we do not know how much evidence was gathered and whether it was sufficient.

Implicit knowledge (A), occupied the sixth position with a score 47 which helped form 4% of the total knowledge content. Therefore, this result implies that 4% of the entire ePortfolios analysed contained personal information, which is also subjective, individual experiences, ideas, values, emotions, and statements that demonstrated internalized rules. As an example, the statement below demonstrates implicit knowledge:

“As a group member and being a chairperson for me it was a long journey. It was not easy at all to work with my group member especially towards the end of the project. We took decision as a group but, at the end we did not follow it. Some group members ended up not coming at the meeting. To me that was very frustrating because I had to do some work with few of the members. Even though we had busy and hectic schedule I am glad to say that I was very happy to have made LLL a success and our workshop to have succeeded. I have learnt that as social-work with other learners. I have to learn to work with groups, I have also learnt leadership role. S49”

The learner talked about her experience as a chairperson, she expressed her emotions by stating that she was frustrated since some of the members of her group were inactive. The values of hard work are clear in this statement as she made sure the group delivered with the few members that were

willing to participate. She also used the internalized knowledge in leadership in this activity. The statement also contains subjective knowledge as she stated her perception about the whole situation. It also contains descriptive knowledge as she explained the situation as it was.

The seventh position was held by procedural knowledge (F) with a score of 33 accounting for 3% of the total knowledge content. It consists of explanations about how, comprising of steps, procedures, rules, sequences, strategies and skills. It relies on explicit knowledge as the explanation of how to do something, which requires explicit knowledge of facts. It also relies on intuition. It is with this background knowledge about this knowledge type that the analysis was conducted. As an example, the statement below demonstrates procedural knowledge:

“Facilitator has arranged with the teacher to involved children who have learning difficulties, those who are coming from unskilled families and those who are coming from second class —1 families including those who are shy in the class. Based on the information that will be given to teachers learner will ask them to select learners according to their different backgrounds. S45”

The above statement, though descriptive, contains an explanation of how the selection of the children will be conducted, and the criteria that will be used. The applied selection strategy involves getting children with learning difficulties and who are from unskilled second class families. It also contains descriptive knowledge since it gives detailed explanation on how the selection will be conducted.

In summary, the total knowledge content (100%) was formed of the following knowledge types:

*Table 11: Knowledge types overall ranking*

Position	Knowledge type	Percentage	Score
1	Subjective knowledge (C)	28%	342
2	Descriptive knowledge (L)	27%	333
3	Analytic knowledge (I)	11%	133
3	Explicit knowledge (B)	10%	130
4	Declarative knowledge (E)	10%	130
5	Rationale knowledge (G)	7%	88
6	Implicit knowledge (A)	4%	47
7	Procedural knowledge (F)	3%	33
8	Objective knowledge (D)	0%	5

9	Factual knowledge (J)	0%	2
10	Inferential knowledge (K)	0%	0
10	Synthetic knowledge (H)	0%	0
		100%	1243

This therefore implies that 88% of the knowledge embodied in these ePortfolios is made up of 5 predominant knowledge types, namely subjective (28%), descriptive (27%), analytic (11%), explicit (10%) and declarative (10%) knowledge.

There are two other knowledge types that could not be traced in the pie chart since they had very low scores and resulted in a zero percentage. These two knowledge types have been indicated in **Error! Reference source not found.** above. These knowledge types are objective knowledge which had a score of 5 and factual knowledge which had a score of 2.

However, in the sections that follow, each learner's ePortfolio will be discussed based on the results of analysis, and therefore those learners who demonstrated scarce knowledge types will be identified. The scarce knowledge types include: objective knowledge, factual knowledge and inferential knowledge.

### 5.3.2. The types of knowledge embodied in learner A's ePortfolio

It is important to note that this learner used reflective, summative and assessment ePortfolio types to demonstrate the various types of knowledge discussed below.

This learner had the second highest score, with a total score of 344 as shown in **Error! Reference source not found.** and the summary in *Table 9: Knowledge scores per learner*. Two knowledge types accounted for more than 50% of the entire knowledge content in the learner's ePortfolio. These were subjective knowledge, with 37% and descriptive knowledge with 21% of the total knowledge content. The actual scores were 127 for subjective, and 72 for descriptive knowledge, forming 199 out of the total 344.

The knowledge type that was most predominant was therefore subjective knowledge (C). As mentioned earlier, it formed 37% of the total score as shown in *Figure 5: Pie Chart illustrating the knowledge distribution for learner A*.

This implies that the learner included more of self-perceived information sourcing such information from both personal sources and impersonal sources. The example below demonstrates the existence of this knowledge type in the learner's ePortfolio:

"Asc 1.1- professional relationships are purposely founded on knowledge of and insight into the nature of client system and their dynamics. S2"

The statement above is subjective in the sense that it is sourced from the learner's internal memory about professional relationships and from it we can tell the perception of the learner with respect to professional relationships. With this knowledge, the learner can make a decision knowing that these relationships are, quoting the learner "are purposely founded on knowledge of and insight into the nature of client system and their dynamics". This statement is also declarative as the learner tends to apply the memory of facts with respect to professional relationships.

As mentioned earlier, the knowledge type that had the second highest knowledge content was the descriptive knowledge (L) with a percentage score of 21% as illustrated in *Figure 5: Pie Chart illustrating the knowledge distribution for learner A*.

This implies that the learner expressed her experiences, situations and conditions through the ePortfolio. The statement below will be an example of 21% of the total statements by this learner that contained this kind of knowledge:

"The relationship between the social work learner and the supervisor is for the learner to understand what the supervisor has taught the learner and the attendance should be vital. S14"

With the statement above, the learner described the relationship between the learner and the supervisor and what the learner should do to benefit from this relationship. It is based on facts though the sources of these facts are not explicitly stated.

The third knowledge type was analytic knowledge (I) with a score of 47 out of the total 344 which accounted for 14% of the entire knowledge content for learner A. A demonstration of the existence of analytic knowledge in the learner's ePortfolio is given in a sample statement below that is selected out of the total 161 statements analysed for this learner:

“Adams, Dominelli and Payne (2009) state that social work’s emphasis on the idea of respect for the client, optimism for the future and faith in the essentials empowers the client. S3”

The statement above demonstrates the learner’s ability to memorize, apply declarative knowledge in analysing and understanding the context of study. She was able to respect the clients with conscious understanding of the benefits of doing this.

The fourth position was occupied by implicit knowledge (A) with a score of 33 out of the total 344 forming 10% of the entire knowledge content for this learner. The statement below is a demonstration of one of the statements that the learner included in her ePortfolio that contains implicit knowledge:

“I initially experienced a lot of frustrations because not everything went according to plan and this made me feel like my preparation or planning was ineffective. It was a learning experience, so I learnt to pre-plan and plan even more. S4”

The statement above tells us of the learner’s personal experience with respect to planning which resulted in her forming an internal rule in that she would always ‘pre-plan and plan even more’ before starting a task. It also contains emotions since we can tell whether the learner enjoyed, or disliked the task. In this case she sensed a lot of frustration as things did not fall into place as anticipated.

The fifth highest knowledge type was explicit knowledge (B) which got a score of 25 out of the total 344 accounting for 7% of the total knowledge content for this learner. The statement below is one out of 161 statements by learner A and is illustrative of the learner’s ability to construct explicit knowledge:

“I have applied my knowledge of skills and principles that should be applied when engaging with a client, an example of these skills includes; effective communication, establishing rapport, informing the client about confidentiality and informed consent. S4”

In the statement above, the learner declared that she applied the skills and principles needed when engaging with a client. She was specific as she listed these skills and principles and this helped in forming factual knowledge which is part of explicit knowledge. This knowledge was applied consciously by the learner.

The sixth knowledge type was declarative knowledge (E) with a score of 25 out of the total 344 forming a percentage of 7% of the total knowledge content. The statement below demonstrates the learner's ability to construct declarative knowledge:

“3.6 Learner is not entirely competent in this aac because intervention strategies and techniques were applied but it was not in accordance with corresponding theory. The theory that was supposed to be applied for the project was pluralist community theory, which suggests that everyone in the community should be liable for the decisions made and that the power should not belong to a minority but the whole community at large. S3”

In the above statement, the learner declared that what was done was not in line with the relevant theory. She stated the theory that ought to have been applied. This shows her ability to memorize and apply factual knowledge.

The seventh knowledge type was rationale knowledge (G) with a score of 12 out of the total 344 forming a percentage of 3% of the total knowledge content. The statement below demonstrates the learner's ability to construct rationale knowledge:

“I learnt that the supervisor is responsible for informing us in the supervision session. S4”

The statement above demonstrates that the learner was able to explain why she did or others that she interacted with did that which they did. She explained the role of the supervisor and why the supervisor offered information during certain sessions.

The eighth knowledge type was procedural knowledge (F) with a score of 3 out of the total 344 forming a percentage of 1% of the total knowledge content. The statement below demonstrates the learner's ability to construct procedural knowledge:

“This reason for doing this is because Corey (2009) suggests that a person's thoughts affect his/her emotions and those emotions are reflected in the way the person behaves, this is how cognitive behavior works. S2”

The above statement contains other knowledge types such as declarative and explicit knowledge. However, through the application of this knowledge, the learner was able to explain procedurally,



the factors and sequence of steps that precede and affect an action. This therefore forms part of procedural knowledge for it is formed by declaring explicit knowledge and applying such steps and sequences through intuition.

The knowledge distribution for learner A can be summarized as follows:

*Table 12: Learner A's knowledge ranking*

Position	Knowledge type	Percentage	Score
1	Subjective knowledge (C)	37%	127
2	Descriptive knowledge (L)	21%	72
3	Analytic knowledge (I)	14%	47
4	Implicit knowledge (A)	10%	33
5	Explicit knowledge (B)	7%	25
5	Declarative knowledge (E)	7%	25
6	Rationale knowledge (G)	3%	12
7	Procedural knowledge (F)	1%	3
	<b>Total</b>	<b>100</b>	<b>344</b>

The learner was successful in creating a rich ePortfolio with the knowledge types shown in **Error! Reference source not found.** However, the learner's ePortfolio did not contain sufficient evidence that would help demonstrate the following knowledge types: objective, inferential or synthetic knowledge.

### **5.3.3. The types of knowledge embodied in learner B's ePortfolio**

It is important to note that this learner used reflective, summative and assessment ePortfolio types to demonstrate the various types of knowledge discussed below.

The knowledge distribution of this learner was similar to learner A's, in that descriptive and subjective knowledge types comprised of more than 50% of the entire knowledge distribution as shown in *Figure 6: Pie Chart illustrating the knowledge distribution for learner B.*

Descriptive knowledge (L) was the leading knowledge type with 33% of the total knowledge content which comprised of 99 out of the learner's total score of 296. The learner actually had the

highest score in this knowledge type in comparison to the other learners, according to **Error! Reference source not found..**

This suggests that this learner used the ePortfolio to explain situations, conditions and events experienced in the course of study. The statement below is an example of one of the many statements the learner used to explain a situation:

“One of the major projects that the organization runs is called the Exchange Youth Program where they engage with youth from overseas to take part in the volunteering program. These international youth compiles approximately 50% of the volunteers at the centre. S8”.

The learner in this case described a certain organization and one of the projects they run. The percentage of international youth is based on factual information and is used to support the description given.

Subjective knowledge (C) was also predominant in the case of this learner with a percentage score of 20% accounting for 59 out of the learner’s total score of 296. The learner therefore expressed her thoughts and perceptions about things and situations. She could have used a combination of either personal or impersonal sources in assessing situations and experiences and also when forming thoughts and perceptions. Below is one of the statements the learner gave that demonstrates this kind of knowledge:

“What the learner would have done differently is the venue, besides using a room, rather have used a professional place, not that the, were some obstacles in the room but for future. S7”

In the statement above, we see the learner’s experience playing a role in her decision to choose a different venue in case the same task was repeated. From her assessment, she perceives that the place that was used was less professional.

Explicit knowledge (B) took the third share with 12% which accounted for 34 out of the learner’s total score of 296. This is the same position that this knowledge type when assessing the overall knowledge distribution which is illustrated in **Error! Reference source not found..** An example statement from this learner that shows conscious and controlled application of factual knowledge and principles is given below:

“It has appeared that social work level at Micro and Mezzo level is of paramount importance in the field of social work as a whole. As a social work learner personally I say that doing practical's in group work it is of great importance, because as a social worker to be it is going to be a useful tool which can help people deal with their problems. It is also very crucial know the values and principles of social work, understand and accept the diversity, using the strength based approach of your client. S54”

In the statement above, the learner was consciously aware of the benefits of group work and how this affected social workers as is intended in the course outcomes.

Rationale and analytic knowledge shared the fourth position with 7% each of the total knowledge content for this learner. The actual scores were also similar, with each getting a total score of 28 out of the total score of 296. In describing rationale knowledge (G) in the context of this learner, the 7% knowledge content in this knowledge type implies that the learner was able to explain through the ePortfolio why certain activities were carried out. As this partly describes analytic knowledge (I), it could be said that the learner was able to apply declarative and/or procedural knowledge in explaining and concluding on the world that was being described. The statement below provides evidence of the existence of these two types of knowledge in the learner's work:

“2.3 The learner was competent on achieving associated criteria 2.3; the learner conducted an interview skill to demonstrate the use of appropriate social work tool, (evidence micro process report 3.). S17”

In the statement above, the learner declared that she used an interview skill and why they used that skill. This therefore demonstrates the application of declarative knowledge and also explanations why this knowledge was used.

Procedural knowledge (F) took the fifth position with 4% of the total knowledge content. The actual score for this knowledge type was 11 out of the learner's total score of 296. Though similar to analytic, this indicates that the learner was also able to explain how things were done using steps, procedures, rules, sequences, strategies or skills. An example statement from this learner, demonstrating procedural knowledge content is given below:

“Evaluation: Group interaction- during the session there was group interaction, all members in the group were participating, other the learner were writing the poster and other were cutting up the picture to paste on and other were the talking while others were writing... S15”

In the above example, the learner explained how group interaction was conducted. However this also contains descriptive knowledge as the statement describes the activity that took place.

Factual knowledge (J) represented 1% of the total knowledge content, with a score of 2 out of the learner’s total score of 296. This is knowledge type was not traceable in the overall percentage measure as it had a score of 0% since it had a total score of 2 out of the overall total score of 1243. This score came from this particular learner.

This therefore implies that the learner included assertive statements that were backed up by facts in her ePortfolio. An example statement demonstrating this is given below:

“There are quite a few risk factors that we anticipate and these are the steps we intend to take to prevent it from inflicting havoc. Conflict among group members. During our LAB sessions and our Supervision sessions we received guidelines to resolving group conflicts. We intend to utilize these guidelines when conflicts arise... S8”

Noting that the above statement does not clearly state the reasons why she thought that there are risks in the first place, she asserted that there were “a few risk factors that” they anticipated and stipulated that she would mitigate these risks by applying the guidelines given on conflict management in the lab and supervision sessions.

Implicit knowledge (A) formed the remaining 1% of the knowledge content with a score 2 out of the learner’s total score of 296. A sample statement demonstrating implicit knowledge in this learner’s content is given below:

“At the completion of this task we were motivated by our Supervisor and were personally convicted to share the learning experience with others and hope to bring a degree of awareness to the other Social Work learners attending UWC regarding the dynamics that surrounds Volunteerism. In other words our initial group task inspired us to pursue the topic of Volunteerism as we were assigned to a place that is completely dependent upon Volunteers. S8”

The statement above informs us about the learner's personal experience with respect to volunteerism backed up with ideas such as taking an initiative to talk to the rest of the social work learners on the benefits of volunteerism. It also contains emotions since we can tell whether the learner enjoyed, or disliked the task.

The knowledge distribution for learner B can be summarized as follows:

*Table 13: Learner B's knowledge ranking*

Position	Knowledge type	Percentage	Score
1	Descriptive knowledge (L)	33%	99
2	Subjective knowledge (C)	20%	59
3	Declarative knowledge (E)	12%	34
4	Explicit knowledge (B)	11%	33
5	Rationale knowledge (G)	9%	28
5	Analytic knowledge (I)	9%	28
6	Procedural knowledge (F)	4%	11
7	Implicit Knowledge (A)	1%	2
7	Factual knowledge (J)	1%	2
	<b>Total</b>	<b>100</b>	<b>296</b>

The learner was successful in creating a rich ePortfolio with the knowledge types shown in *Figure 6: Pie Chart illustrating the knowledge distribution for learner B*. However, the learner's ePortfolio did not contain sufficient evidence that would help demonstrate the following knowledge types: objective, inferential or synthetic knowledge.

#### **5.3.4. The types of knowledge embodied in learner C's ePortfolio**

It is important to note that this learner used reflective, summative and assessment ePortfolio types to demonstrate the various types of knowledge discussed below.

The most predominant knowledge type for learner C was descriptive knowledge (L). This knowledge type got a score of 67 out of 211 which accounted for 32% of the entire knowledge content. The statement below helps demonstrate the existence of descriptive knowledge in the learner's ePortfolio. This sample was derived out of the 87 statements that were analysed for this learner.

“1.4 The clients need to feel at ease and comfortable enough open up to you as a social worker. The environment can be enabling in the sense that a quiet place to talk may be chosen for the day’s session or a suitable mood can be created that would make the client system relax and having them speak in a language that they feel comfortable in. S41”

The statement above describes the suitable environment that is required in order for a social worker to have a meaningful interaction with the client. It also contains rationale knowledge as it explains why, for instance, they would use a certain language or venue.

The second most predominant knowledge type for learner C was explicit knowledge (B) with a score of 32 out of 211 accounting for 15% of the entire knowledge content. This is just half the percentage score for explicit knowledge. The statement below demonstrates the existence of explicit knowledge in the learner’s ePortfolio.

“Hepworth & Larsen (2006) states that assessment requires social workers eliciting detailed information about actual transactions between people. S41”

In the statement above, the learner consciously applied the principles by Hepworth and Larsen (2006) on assessment and declares how these facts can be applied in the context of a social worker. The third knowledge type is declarative knowledge (E) with a score of 30 out of 211. This accounted for 14% of the entire knowledge content. The score is less than half that of descriptive knowledge but almost equal to that of explicit knowledge which exceeded it by only 2. The statement below demonstrates the existence of declarative knowledge in the learner’s ePortfolio.

“According to Hepworth, etc (2006) engaging clients successfully means establishing rapport which reduces the level of threat and gains the trust of clients, who recognize that social worker intends to be helpful. S41”

The learner understands and has memory of the rules that help establish effective client relationship according to Hepworth (2006). The statement contains factual information and is applied in the right context and helps explain “what is required to establish effective client relationship?”

The fourth position was occupied by rationale knowledge (G), which obtained a score of 26 out of 211 accounting for 12% of the entire knowledge content. The statement below demonstrates the existence of rationale knowledge in the learner's ePortfolio.

“1.1 At meso level I, the learner and the co- facilitator needed to form a relationship and gain trust with the learners from Ikwezi Lesizwe primary school, where the learner were required to do Health and Wellness awareness. In micro the learner was able to build professional relationship with the client. S41”

The statement demonstrates rationale knowledge as the learner was able to explain why there was need to build trust from the learners in Ikwezi Lesizwe primary school. The explanation was that, the school was the place they would carry out the awareness.

The fifth knowledge type for learner C was subjective knowledge. It is important to note that this knowledge type is the most predominant overall with a score of 342 out of a total of 1243 as illustrated in **Error! Reference source not found.**. However, for learner C, this knowledge type got a score of 23 out of 211 accounting for 11% of the entire knowledge content. The statement below demonstrates the existence of subjective knowledge in learner C's ePortfolio.

“1.2 The learner followed the theoretical strategies on how to apply principles of social work such as non-judgmental and respecting for diversity. S43”

The above statement contains subjective knowledge. The evidence for this is based on the fact that the learner, through self-assessment, perceived to have applied social work principles and strategies.

The sixth knowledge type for learner C was analytic knowledge (I) with a score of 21 out of 211 accounted for 10% of the entire knowledge content. This percentage is similar to that of learners B and D who were able to create or compile content which had 9% analytic knowledge, in comparison to the other knowledge types. In the overall analysis, analytic knowledge had 11% which is close to what this learner managed to create. Learner A portrayed more of this knowledge type with 14%. The statement below demonstrates the existence of analytic knowledge in the learner's ePortfolio.

“Body movements and positioning also provide information to others. Being tense or relaxed and formal or informal is also important (Kirst- Ashman,2009). Body tension involves how inflexible or tense our muscles appear as we position ourselves. According to Kirst-Ashman (2009), if we look uptight, we probably feel uptight. Tension is also visible when a person makes quick, nervous

gestures, such as continuously tapping a foot or finger or jingling loose change in his pocket. Tension may I show a lack of confidence or excessive nervousness. S40”

The learner was able to demonstrate her ability to memorize, deduce and induce facts by correctly citing and applying the work of Krist-Ashman (2009) on factors that contribute to effective communication. The statement contained declarative and explicit knowledge as it borrowed these ideas from existing and published literature.

The seventh knowledge type for learner C was implicit knowledge (A). This knowledge type got a score of 5 out of 211 accounting for 2% of the learner’s entire knowledge content. This is half of what the knowledge type got as a percentage score in the overall knowledge distribution as it had 4%. This implies that the other learners demonstrated more of this knowledge type in comparison to learner C. Learner A had 10%, learner B had 1% while learner D had an equal score to C of 2%. This therefore implies that learner A contributed more to this knowledge type helping it achieve a higher overall score of 4%. The statement below demonstrates the existence of implicit knowledge in the learner’s ePortfolio.

“I think I have to be easy on myself not to expect too much. Sometimes I want things to be perfect from the start and I expect that. So will try not to distance or separate myself to others. I am a kind person who is willing to listen to whoever who want to be listened, but with this kind of attitude I do not think that it will be easy for people to approach me. S40”

The learner described her personality as being a perfectionist and how this affected her relationship with other people. She expressed her emotions and attitudes to others. These statements therefore contain implicit knowledge.

The eighth knowledge type for learner C was procedural knowledge (F). This knowledge type got a score of 4 out of 211 accounting for 2% of the entire knowledge content. When comparing this percentage score with the overall score as shown in *Figure 4: Pie Chart illustrating overall knowledge distribution*, we realize that it got a percentage score of 3%. This is only 1% of what learner C was able to demonstrate. The statement below demonstrates the existence of procedural knowledge in the learner’s ePortfolio.

“EXIT LEVEL OUTCOME # 5. The learner makes use of theory while she was writing her reports. To engage myself in more reading materials, so that I can be more competent in writing reports.



That was the most part the learner enjoyed. Writing skills. Writing reports and reflect. Read more articles and papers. S42”

In the statement above, the learner outlined the strategy she adopted in order to improve her writing skills. Strategy forms part of procedural knowledge, and as a result, the learner was able to construct knowledge, by making explicit this internal rule on how to become a better writer.

The ninth and final knowledge type for learner C was objective knowledge (D). This knowledge type got a score of 3 out of 211 accounting for 2% of the entire knowledge content. In comparing this score, with what objective knowledge scored overall, there is a significant difference. Objective knowledge got 0% meaning that it was insignificant when compared to the other knowledge types. The statement below illustrates the existence of objective knowledge in the learner’s ePortfolio.

“1.2 Social Work principles are implemented as guidance to how a worker should treat his/her clients these principles assist with the helping relationship process. The principle implemented in a micro, meso, and macro level was being genuine and showing empathy and self determination during interaction with client system. S41”

The statement above emphasized one of the main characteristics of objective knowledge. She stated the concepts she applied in ensuring proper relationships between herself and the clients.

The knowledge distribution for learner C can be summarized as follows:

*Table 14: Learner C's knowledge ranking*

Position	Knowledge type	Percentage	Score
1	Descriptive knowledge (L)	32%	67
2	Explicit knowledge(B)	15%	32
3	Declarative knowledge (E)	14%	30
4	Rationale knowledge (G)	12%	26
5	Subjective knowledge (C)	11%	23
6	Analytic knowledge (I)	10%	21
7	Implicit knowledge (A)	2%	5
8	Procedural Knowledge (F)	2%	4
9	Objective knowledge (D)	2%	3
	<b>Total</b>	<b>100</b>	<b>211</b>

The learner was successful in creating a rich ePortfolio with the knowledge types shown in **Error! Reference source not found.**. However, the learner's ePortfolio did not demonstrate the following knowledge types: factual, inferential and synthetic knowledge.

### 5.3.5. The types of knowledge embodied in learner D's ePortfolio

It is important to note that this learner used reflective, summative and assessment ePortfolio types to demonstrate the various types of knowledge discussed below.

The most predominant knowledge type for learner D was subjective knowledge (C). This knowledge type got a score of 133 out of 392 which accounted for 34% of the learner's entire knowledge content. When compared to the 28% overall score of this knowledge type, this learner was able to construct more of this knowledge type in comparison to most of the other learners. Learners A, B and C had 37%, 20% and 11% respectively. The statement below illustrates the existence of subjective knowledge in the learner's ePortfolio. This sample was derived out of the 197 statements that were analysed for this learner.

“Overview the learner can personally say that the ePortfolio managed to highlight and abide by the set guidelines in presenting the information. With special reference to her reflective summaries, she would say that she managed to depict and substantiate her own views and experiences towards the

exit levels. She also went into details of highlighting competently her own shortcoming and struggles during the compiling of the ePortfolio. S70”

Through the statement above, learner D stated her assessment with regard to the ePortfolio she developed. She compared it with the set presentation guidelines, which is part of a written source and declares that her ePortfolio met those guidelines. That declaration is self perceived. The statement above therefore contains subjective knowledge as it contains some of the characteristics that form subjective knowledge.

The second most predominant knowledge type for learner D was descriptive knowledge (L). This knowledge type got a score of 95 out of 392 accounting 24% of the learner’s entire knowledge content. Comparing this percentage score with the overall percentage score of 27% for descriptive knowledge, a decline of 3% in the case of learner D is evident. This implies that some of the other learners were able to demonstrate more of this knowledge type. In particular, these learners were learners B and C who had a score of 33% and 32% respectively. Noting the high percentage score for learners B and C, it suggests therefore, that learner A, just like learner D, had a much lower percentage score. This is actually true since A got a score of 21%. The statement below illustrates the existence of descriptive knowledge in the learner’s ePortfolio.

“Preparing for the ePortfolio was a little bit challenging this year, because we were not submitting hardcopy. We established what we called ePortfolio, which means that you submit your ePortfolio through e-teaching. That is you submit everything online. Being the first group doing this it was a challenge and strenuous exercise at first, however the learner managed to overcome these fears at the end. This was due to special assistance provided by supervisor and e-teaching team. S67”

The statement above contains descriptive, subjective and implicit knowledge. She described her new experience on the new way of creating and submitting an ePortfolio. She explained her fear in using the tool, which is an emotion. Later, she explained how she overcame this fear. It is interesting to note that implicit, subjective, and descriptive knowledge share a common and fundamental characteristic, in that they all contain individual experience.

The third knowledge type for learner D was declarative knowledge (E). This knowledge type got a score of 41 out of a total 392 accounting for 10% of the learner’s entire knowledge content. When comparing declarative knowledge with the 10% overall score, we can assume then that most of the learners could have produced a similar amount of this knowledge type. Learners A, B and C each

had a score of 7%, 12%, and 14% respectively. This therefore implies that the assumption is not correct as the actual scores demonstrate a reasonable difference between the learners. However, it is important to note that learner A had the lowest score when compared to the others. The statement below demonstrates the existence of declarative knowledge in the learner D's ePortfolio.

“While ethics are concerned with norms of conduct and the morality of individuals, human rights are concerned with internationally agreed upon principles and legal frameworks for protecting individual and groups against action that interfere with fundamental human freedoms, equality and dignity. S54”

The learner demonstrates her ability to memorize facts such as the difference between ethics, morality and human rights, and how these are interconnected. We are able to then tell “what” is the difference and the meaning of each of these.

The fourth knowledge type for learner D was explicit knowledge (B). This knowledge type got a score of 40 out of 392 accounting for 10% of the learner's entire knowledge content. The overall percentage score for explicit knowledge was also 10%. Learner A had a lower score of 7% while Learners B and C had higher scores of 11% and 15% respectively. The statement below demonstrates the existence of explicit knowledge in the learner's ePortfolio.

“Protection of group members: The leader is responsible for protecting group members through confidentiality, adhering to informed consent, allowing freedom to withdraw from the group. S54”

The above statement specifically declares the principles that ought to be observed by a group member. These principles are consciously described. The leader then on knowing these principles ought to learn and apply them in order to attain success in offering protection to his/her group members.

The fifth knowledge type for learner D was analytic knowledge (I). This knowledge type got a score of 37 out of 392 accounted for 9% of the learner's entire knowledge content. The 9% score in comparison to the overall 11% score indicates that there could be learners who generated more analytic knowledge than learner D. Learners A, B and C scored 14%, 9% and 10% respectively. This implies that learner A's ePortfolio contained more analytical knowledge content when compared to the other learners. Learners B and D got a similar score implying that analytic knowledge content was the same when compared to the other knowledge types for each learner.

Learner C contained slightly more analytic knowledge than learners B and D. The statement below demonstrates the existence of analytic knowledge in the learner's ePortfolio.

"Some of the group members belong to a different religion as mine, but that does not make them any less people or make me less. The social work learner also has to respect their religion and what they believe in. The stereotypes were that Coloured people drinks a lot and love making noise, and for Xhosa people they do not respect other people. S54"

The statement above demonstrates a great understanding of the world in question. Culture is an important fact that needs consideration for any field work activity and the learner was able to narrow this down. The learner was able to apply an important principle by consciously deciding to respect the participants' religion and culture.

The sixth knowledge type for learner D was rationale knowledge (G). This knowledge type got a score of 22 out of 392 accounting for 6% of the learner's entire knowledge content. The overall 7% score is only 1% higher than what learner D demonstrated. However, looking at the scores for Learners A, B and C, who each got a score of 3%, 9% and 12% respectively, it is clear that learner A accounted for the low overall percentage score since learners B, C and D was greater than 5%. Learner C created the most rationale knowledge content when compared to the other learners. The statement below demonstrates the existence of rationale knowledge in the learner's ePortfolio.

"Our goal was to pursue and influence all social work learners, by encouraging them to volunteer eighty hours before they can graduate. Secondly was to inform them about graduate giving back to the community before they graduate specifically those that are using government bursaries. S49"

Rationale knowledge entails explanations that tell why things are done (Moorman & Miner, 1998). In the statement above the learner described the rationale used in encouraging social work learners to participate in volunteerism.

The seventh knowledge type for learner D was procedural knowledge (F). This knowledge type got a score of 15 out of 392 accounted for 4% of the learner's entire knowledge content. The overall score for procedural knowledge was 3%. Learners A, B and C each scored 1%, 4% and 2% respectively. Learners B and D tied in taking the lead for this knowledge type and demonstrated a fair amount of rationale knowledge when compared to the other learners. The statement below demonstrates the existence of procedural knowledge in the learner's ePortfolio.

“The main aim of the community encounter was to collect data through the use of questionnaires and the intended outcome was that all the 50 questionnaires should be filled in before the end of that day. S50”

In the statement above, the learner stated the procedure that was used in collecting data and also explained how this data would be collected, through questionnaires. This statement therefore contains some of the fundamental characteristics of procedural knowledge.

The eighth knowledge type for learner D was implicit knowledge (A). It got a score of 7 out of 392 which helped form 2% of the learner’s entire knowledge content. The overall score for implicit knowledge was 4%. Learners A, B and C each scored 10%, 1% and 2% respectively. Learner A contained the highest content of implicit knowledge when compared with the other learners who had a very low content of implicit knowledge in their ePortfolios. The statement demonstrates the existence of implicit knowledge in the learner’s ePortfolio.

“As a group member and being a chairperson for me it was a long journey. It was not easy at all to work with my group member especially towards the end of the project. We took decision as a group but, at the end we did not follow it. Some group members ended up not coming at the meeting. To me that was very frustrating because I had to do some work with few of the members. Even though we had busy and hectic schedule I am glad to say that I was very happy to have made LLL a success and our workshop to have succeeded. I have learnt that as social-work with other learners. I have to learn to work with groups, I have also learnt leadership role. S49”

In the statement above, learner D spoke about her individual experience as a chairman of a social work fieldwork group. She expressed the emotions that she went through in this journey, especially when group members failed to turn up for meetings and also when they finally became successful in their task. Some of these feelings and emotions came through unconsciously and were difficult to express, especially with respect to how much they were experienced.

The ninth knowledge type for learner D was objective knowledge (D). It got a score of 2 out of 392 accounting for 1% of the learner’s entire knowledge content. The overall score for objective knowledge was unfortunately 0%. This suggests that most of the learners demonstrated very low content with objective knowledge while others produced none. Learners A, B and C each got a percentage score of 0%, 0% and 2% respectively. The assumption made earlier is correct since two

learners, A and B both had a percentage score of 0% whereas learner C only managed to demonstrate 2% as did learner D. The actual scores for learners A and B were also 0, whereas that of learners C and D were 3 and 2 respectively. This shows a very low and insignificant representation of objective knowledge when compared to the other knowledge types, which had total score of 1243. The statement below demonstrates the existence of objective knowledge in the learner's ePortfolio.

“During the termination learner is planning to hand over certificate to all learners that completed the life skills. S45”

The statement above demonstrates the understanding the learner had on the procedure involved during the termination stage of the activity. It demonstrates her ability to store this procedure in memory as she was able to recall it during the reporting stage. It is a measurable procedure and could be achieved by recording the number of certificates issued or even by checking the number of participants that received this certificate and those that did not.

The knowledge distribution for learner D as described above can be summarized as follows:

*Table 15: Learner D's knowledge ranking*

Position	Knowledge type	Percentage	Score
1	Subjective knowledge (C)	34%	133
2	Descriptive knowledge (L)	24%	95
3	Declarative knowledge (E)	10%	41
4	Explicit knowledge (B)	10%	40
5	Analytic knowledge (I)	9%	37
6	Rationale knowledge (G)	6%	22
7	Procedural knowledge (F)	4%	15
8	Implicit Knowledge (A)	2%	7
9	Objective knowledge (D)	1%	2
	<b>Total</b>	<b>100</b>	<b>392</b>

The learner was successful in creating a rich ePortfolio with the knowledge types shown in **Error! Reference source not found.** However, the learner's ePortfolio did not contain sufficient evidence

that would help demonstrate the following knowledge types: factual, inferential and synthetic knowledge.

## **5.4 The ePortfolio activity systems for each of the learners**

This section gives a summary of the analysis through activity theory. It aims at describing the relationship between the various components of an activity system, in the context of the ePortfolio activity.

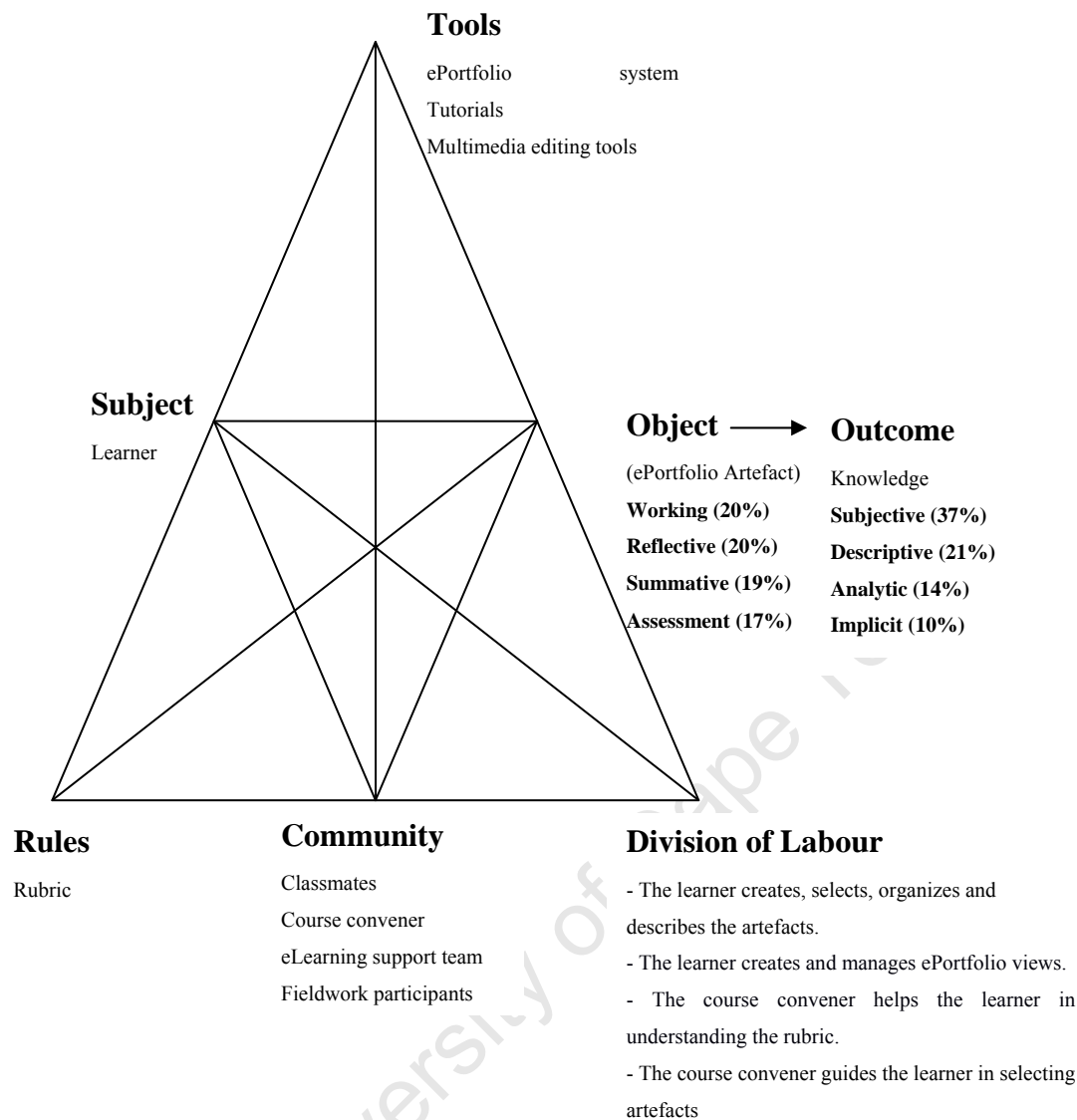
### **5.4.1. Learner A's Activity system**

In *Figure 9: Learner A's Activity system* below, the learner showcases various artefacts through the ePortfolio system. These artefacts are reflected upon by the learner who highlights them for assessment purposes. These reflections are enriched by the community members, some of whom the learner interacts with as she collects the artefacts. This includes those she interacted with during fieldwork and those she shared her ePortfolio for review, such as fellow classmates and the course convener. In addition to giving feedback, the course convener plays another vital role of guiding the learner through the entire activity, ensuring that the rules set in the rubric in the form of learning outcomes and assessment criteria are observed.

The learner used reflective, summative and assessment ePortfolio types to showcase these artefacts. The ePortfolio system was the main tool for achieving this. The learner at times needed supportive tools such as reference tutorials when using some unfamiliar features in the ePortfolio system or sought assistance from the eLearning support team who formed part of this community. Other necessary tools were multimedia editors which were necessary for creating or modifying artefacts which could be of various file formats.

The description of the relationship between the subject, object, tools, community, rules and division of labour for learner A is the same with that of learners B, C and D. Therefore, they will not be repeated while describing their activity systems in the three sections that follow. However, the outcome is different and will thus be discussed uniquely for each learner.





*Figure 9: Learner A's Activity system*

The four most dominant knowledge outcomes for learner B are: subjective, descriptive, analytic and implicit knowledge. This combination of knowledge types differs from the other three learners as shown in the activity systems for learners B, C and D in the sections that follow.

### 5.4.2. Learner B's Activity system

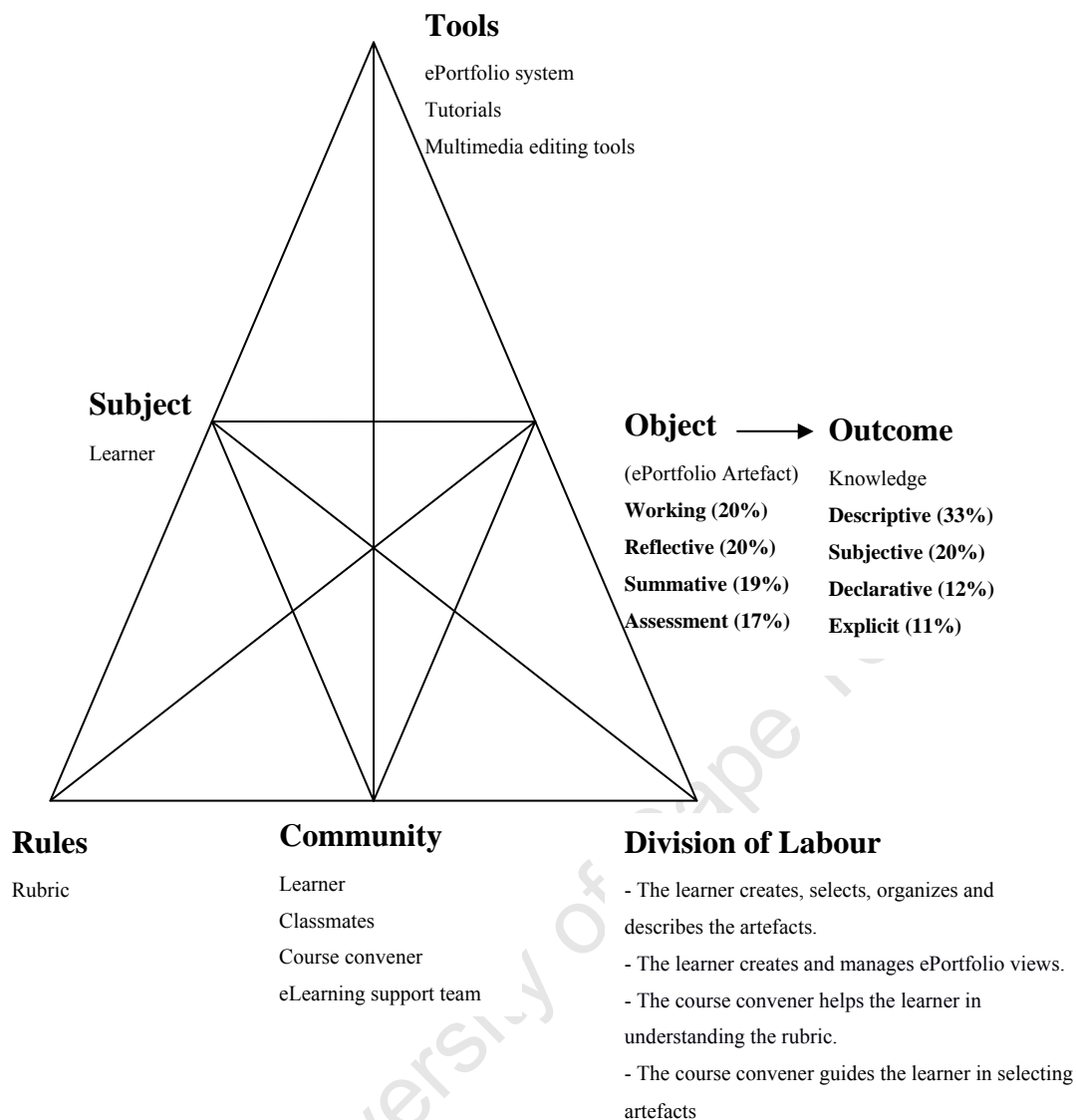
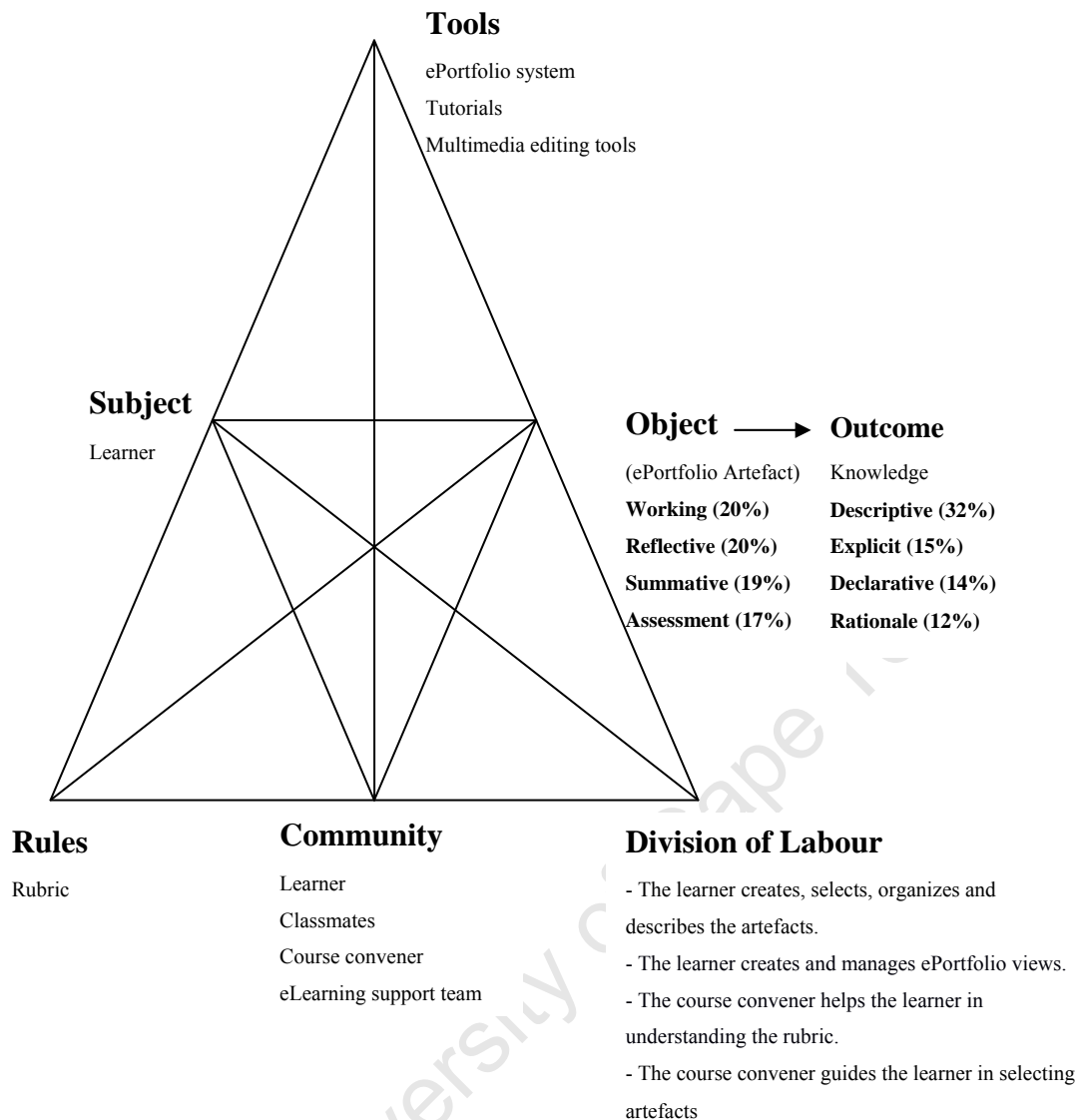


Figure 10: Learner B's Activity system

The four most dominant knowledge outcomes for learner B are: descriptive, subjective, declarative and explicit knowledge. Compared to learner A, this learner also demonstrates descriptive and subjective knowledge types in the first four most dominant knowledge types. However, the other two knowledge types differ as learner B demonstrates declarative and explicit knowledge types while learner A demonstrates analytic and implicit knowledge.

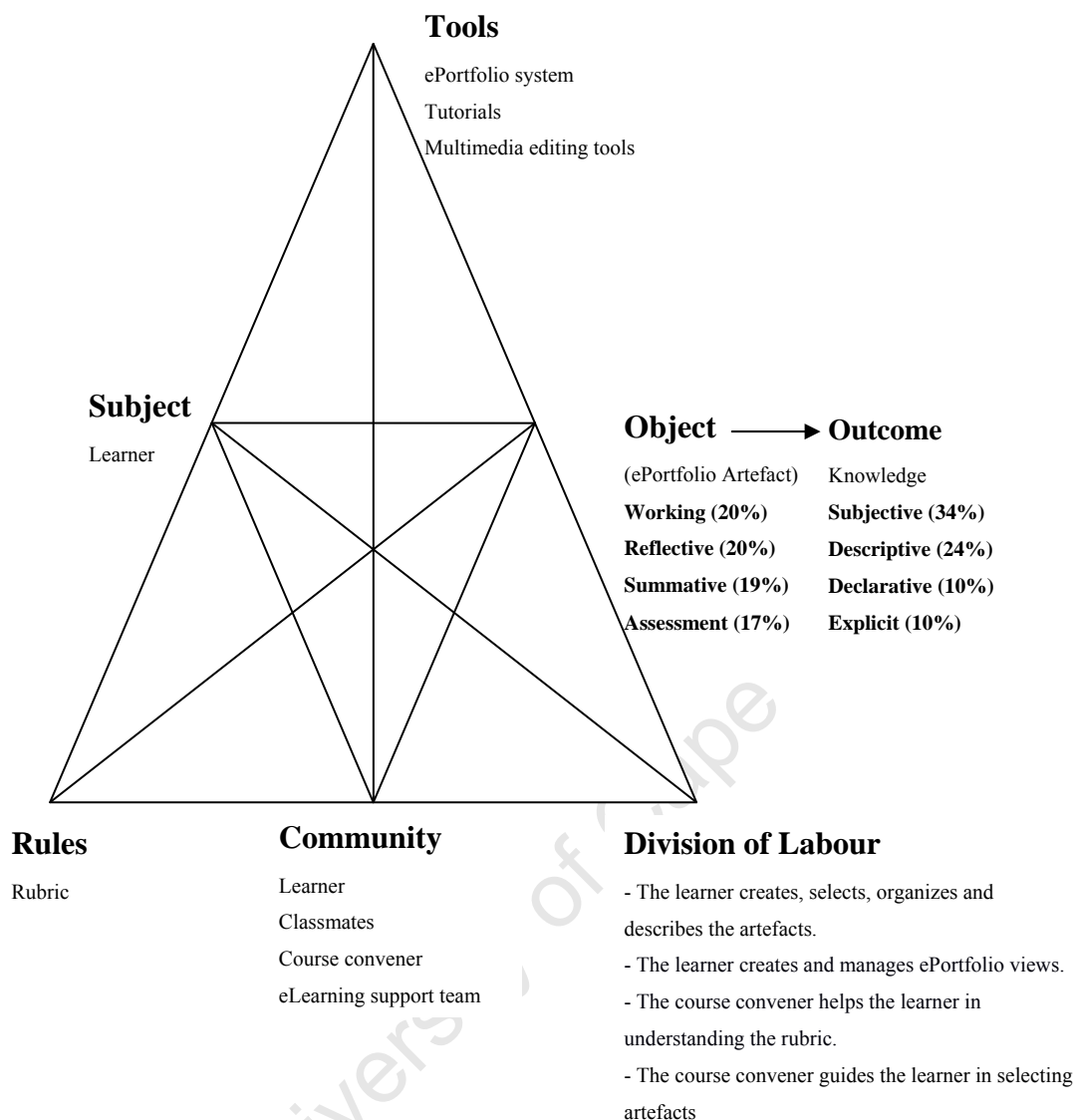
### 5.4.3. Learner C's Activity system



*Figure 11: Learner C's Activity system*

The four most dominant knowledge outcomes for learner C are: descriptive, explicit, declarative and rationale knowledge. Compared to learner A, the knowledge composition was similar with respect to order and percentage distribution. However, the other two knowledge types differ as learner B demonstrates declarative and explicit knowledge types while learner A demonstrates analytic and implicit knowledge.

#### 5.4.4. Learner D's Activity system



*Figure 12: Learner D's Activity system*

The four most dominant knowledge outcomes for learner D are: subjective, descriptive, declarative and explicit knowledge. Compared to learners A, B and C, this learner also demonstrates descriptive knowledge in the first four most dominant knowledge types. The first four knowledge types for this learner are similar to that of learner B, however the order differs. This implies that there could be some types of knowledge that are more or less dominant in the case of learner A when compared to learner B.

## **5.5 The effectiveness of the rubric in assessing the various types of knowledge demonstrated by the learners**

Following the research on the types of knowledge demonstrated by the four learners, it was observed that each learner had a different set of knowledge types. It is important to note that the four learners used the same rubric, though the knowledge types demonstrated by each learner are different.

This could be attributed to the fact that neither did the learning outcomes explicitly require learners to demonstrate certain knowledge type, nor did the assessment criteria specify criteria for assessing any types of knowledge. The learning outcomes and assessment criteria are defined in the rubric, which is attached in *APPENDIX D: RUBRIC*.

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## CHAPTER SIX

### CONCLUSION AND RECOMMENDATIONS

#### 6.0 Introduction

This section constitutes the findings for each of the four research questions defined earlier in chapter one section 1.8 *Research questions*, recommendations for further study and concluding remarks for this study. The purpose of this study was to understand the types of knowledge embodied in the ePortfolios developed by second year social work learners at the University of the Western Cape. To achieve this, there was need to develop frameworks that would help in assessing various ePortfolio types and also various types of knowledge. These frameworks were successfully developed and applied in the study, and can be accessed in Error! Reference source not found. and Error! Reference source not found. respectively.

#### 6.1 What types of ePortfolios does the rubric require learners to develop?

The rubric used by the learners in this study did not explicitly require them to develop specific type(s) of ePortfolio. However, through content analysis it was possible to identify the types of ePortfolios that the learners developed. Four types of ePortfolios were observed in each of the four learners' ePortfolio, namely: working, reflective, summative and assessment ePortfolio types. These findings implied that the rubric implicitly required them to develop these types of ePortfolios. The findings also suggest that an ePortfolio can be of more than one type as was the case in the ePortfolios that were analysed in this study. The detailed findings on the types of ePortfolios required by the rubric used in this study can be found in section 5.2 *Types of ePortfolios developed by the learners*.

#### 6.2 What are the different types of knowledge that learners demonstrate during the process of creating ePortfolios?

Various types of knowledge were manifested in each of the four learners' ePortfolio. The most predominant were subjective and descriptive, which accounted for 55% of the total knowledge content in these ePortfolios. Other significant types of knowledge were analytic, explicit and declarative types of knowledge which accounted for 31% of the total knowledge content. There were also traces of rationale, implicit and procedural types of knowledge which accounted for 14% of the total knowledge content. The detailed findings on the types of knowledge that the learners demonstrated could be found in section 5.3 *Types of knowledge embodied in the ePortfolio*. This

section discusses the results demonstrated in the pie chart *Figure 4: Pie Chart illustrating overall knowledge distribution* and the bar chart *Figure 3: Scores by learner per knowledge type*.

### **6.3 How effective is the current rubric in assessing the various types of knowledge that the learners demonstrate in the process of developing their ePortfolio?**

Despite the fact that each of the four learners used the same rubric, each produced different sets of types of knowledge. These findings are described in section 5.3 *Types of knowledge embodied in the ePortfolio*. This could be attributed to the fact that neither did the learning outcomes in the rubric explicitly required learners to demonstrate certain knowledge type, nor did the assessment criteria in the rubric contain criteria for assessing any type of knowledge types. The rubric used by the learners in this study is attached in *APPENDIX D: RUBRIC*.

### **6.4 What are the ePortfolio activity systems of second year learners?**

The main objective for this research question was to illustrate the findings for each learner through an Activity system diagram. The tools, subject, rules, community and division of labour were the same for each of the four learners since they belonged to the same class. However, each learner had a different set of objects and outcomes. These activity systems are illustrated in section 5.4 *The ePortfolio Activity systems for each of the learners*.

### **6.5 Recommendation**

Educators need to identify and state explicitly in the rubric, the types of knowledge that learners are required to demonstrate their learning. Following this, they need to identify and state within the rubric, the types of ePortfolios that the learners are required to develop in demonstrating knowledge. This is based on the understanding that there is a relation between types of ePortfolios and types of knowledge, and that some types of knowledge are better manifested using certain types of ePortfolios.

Learners need to understand the types of knowledge that the educators expect them to demonstrate through their ePortfolios, as stated in the rubric. They also need to know the types of ePortfolios that have been suggested in the rubric. This would enable them to embody the required types of knowledge, and help them showcase it to the educators.

Researchers using activity theory to understand ePortfolio activity systems need to refine the understanding on the relation between types of knowledge and types of ePortfolios. This would be useful in designing and developing models that link types of knowledge to types of ePortfolios. This would also help understand the most effective type of ePortfolio for a certain type of knowledge.

## **6.6 Suggestions for further research**

Firstly, further research could be conducted on types of knowledge embodied in ePortfolios. This is because intelligent dynamic models could be created to link different kinds of ePortfolios to certain types of knowledge, and different types of knowledge to different kinds of ePortfolio. The model could help an instructor identify the types of ePortfolios that could lead to certain types of knowledge and also the types of knowledge that a certain type of ePortfolio can embody, and which types of knowledge are predominant in such an ePortfolio.

Secondly, it would be useful to determine whether different rubrics are required in assessing the different types of knowledge embodied in ePortfolios.

Thirdly, it would also be useful to determine whether different types of ePortfolios tend to focus the learner differently, leading to the amplification of different types of knowledge. This may then require different rubrics and further still different features to be included within the ePortfolio tool.

## **6.7 Concluding remarks**

This study was able to identify the types of knowledge demonstrated by some of the second year learners at the social work department, University of the Western Cape. This was through the use of Activity theory, which helped identify the relationship between the subject (learner) - object (eportfolio artefact) -outcome (knowledge) and also the tools (ePortfolio system), community, rules (rubric) and division of labour involved in the ePortfolio activity. The focus of this study was on the outcome of this activity – knowledge, but more specifically the various types of knowledge. This study used content analysis to analyse data which was sourced from the ePortfolios developed by the four learners and transcripts from interviews between the researcher and the course convener.

To develop the ePortfolio, these learners were guided by a rubric which defined the required learning outcomes and assessment criteria. The learning outcomes defined the knowledge that learners ought to demonstrate to show competency while the assessment criteria assessed the



knowledge demonstrated by the learners throughout the activity.

In an effort to determine the types of knowledge these learners demonstrate, subjective and descriptive knowledge were found to be more pronounced in the ePortfolios of all the four learners. Other types of knowledge were also evident; however, each of the four learners demonstrated a unique set of knowledge types. The fact that each of the four learners demonstrated a different set of knowledge types poses a challenge to assessment. This implies that learners may not be fully rewarded for their effort as some of the knowledge they demonstrate is not gradable by the rubric. Therefore, there is need to identify the knowledge types that the rubric aims at assessing and thus revise the learning outcomes and the assessment criteria to reflect the identified knowledge types. The rubric defines the rules of this activity, and thus if it is biased toward certain knowledge types, the learners will demonstrate those knowledge types.

In an attempt to determine the types of ePortfolios that learners created, the rubric was found to be effective in guiding learners on the ePortfolio types to use in demonstrating knowledge. All the four learners developed summative, working, reflective and assessment ePortfolios. It is important to note that an ePortfolio can be of more than one type. This is because some of the ePortfolio types are similar, while others, like the working ePortfolio are transitional and lead to other types of ePortfolios. However, there may be need to reconsider the types of ePortfolios required once the types of knowledge to be assessed by the rubric have been defined. This follows from the fact that specific ePortfolio types are better at showcasing certain knowledge types and not others.

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University of Cape Town

## **APPENDIX A: EPORTFOLIO STUDY CONSENT FORM**

You are invited to participate in a study conducted by Paul Mungai, a masters student at the University of Cape Town, Centre for Education Technology (CET). Paul developed the ePortfolio tool that you will be using and has also been a UWC member of staff. In this study, we aim at understanding the kinds of knowledge embodied in ePortfolios.

You were selected as a possible participant in this study by your lecturer and also due to the fact that you will be required to develop your ePortfolio from August to October this year.

If you decide to participate, your lecturer Mr. Safodien will describe the procedures to be followed, including their purposes, how long they will take, and their frequency. The department will ensure that you will get all the necessary training and provide any resources that the lecturer will find necessary for the assignment. We cannot guarantee, however that you will receive any benefits from this study.

Any information that is obtained in connection with this study and that can be identified with you will remain confidential and will be disclosed only with your permission or as required by law. This includes access to the weekly journals submitted to your supervisor in the course of the ePortfolio development process. If you give us your permission by signing this document, we plan to disclose this information to the Social Work Department, UWC and the Centre for Education Technology, UCT to analyse and report on the kinds of knowledge embodied in your work.

This study does not include any form of monetary compensation; however you will be awarded marks stipulated for the ePortfolio by the department. We do not envisage any risk or any additional costs on you in the course of this study.

Your decision whether or not to participate will not prejudice your future relations with the University of the Western Cape. If you decide to participate, you are free to withdraw your consent and to discontinue participation at any time without penalty.

If you have any questions, please ask us. If you have any additional questions later, Mr. Safodien will be happy to answer them. You will be given a copy of this form to keep.

Learner Name:

---

Learner Number:

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Date:

---

Learner Signature:

---

Lecturer Name:

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Date:

---

Lecturer Signature:

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## APPENDIX B: INTERVIEWS

### Interview with the Course Convener, Social Work Department, UWCon 10-07-2010

**Researcher:** Its been a long journey for us, I have been working on the implementation part of it, which has been guided by the elearning division

**Convener:** Yeah, at our university

**Researcher:** Yes, Yes! So we thought that now its ok if we rolled it out to learners but then its a very sensitive process which requires the Convener or the instructor to be with the learner more than we, because we are technical and we might not be able to offer them the support they may require, and also you as the Convener you have your expectations based on what the department has set, so you know best what is required, what the learners need to create, and with that then you can check on the tool, does it satisfy what you would like the learners to create, if not, what can be done, because whatever is there right now, changing it will not take a long time its going to be very fast, but I don't think there is much that might need changes.

**Convener:** Just now like I told [Convener the in-charge] when he asked among the staff who would be interested, I did indicate to him that I would be quite interested. I am responsible at the moment for the supervision of about six learners and I was hoping that – that would be a reasonable amount of learners to manage, I don't know what number you people had in mind.

**Researcher:** That is ideal

**Convener:** Because then, the management, and you know keeping an eye just making this thing really work, because we would eventually like to roll it out to the entire class because our class at the moment is about 71 learners but I think that would be too much of a number, but definitely with learners that I directly supervise and monitor, I think that – that would be an easier group to work with,

But then,

How does the system work, in terms of, are we going to put these learners through into some sort of training and what will be the requirements from our side?

**Researcher:** What I would need to do is maybe walk you through the system, then If you find it an easy process then you can walk the learners through

**Convener:** Ok

**Researcher:** Yes, that would be the best approach, so that I am not really intervening interms of the interaction between the learner and UWC, I say Convener and support staff, because its ideally supposed to be Convener interacting with the learner, and then us the support staff interacting with

Convener. It is good to maintain this linkage because I may not handle the learner the way they are supposed to be handled, just to protect that side.

**Convener:** Yes, definitely yeah! Ok. Because what we are hoping is that the learners, I don't know what time frames we are looking at, because technically or at least according to our requirements a learner should be able to submit their ePortfolio at the end of October - first week of November, would that be sufficient time for your people?

**Researcher:** That would be very ideal for me as well

**Convener:** Ok

**Researcher:** Because I am also using this for research. I am a masters learner at UCT, Centre for Education Technology, so I thought since I have been working with UWC and software, I thought why don't we make something that will benefit us rather than make something that is not really useful to the community that we directly interact with. That will help me graduate in April next year.

**Convener:** Wish you all the best and we can assist you in this regard.

But obviously I would need to have a face to face sit down with the learners first, we will be meeting them on tuesday so I will be explaining to them, and obviously get their consent to participate in this rollout. If one or two are not interested, like I said, I still have a pool of another 70 learners that I can draw in, but Ideally I would prefer

**Researcher:** We should do with the six so that we get to master the process first

**Convener:** That's great

**Researcher:** and then the other thing is.. So when are they supposed to begin? Since they are supposed to submit it by end of October

**Convener:** Ok, what we can do is that. generally what we are going to do for this semester is that we are going to start asking them, because they have already started, because the area that I am responsible for is the fieldwork training, they have been out doing a lot of practical work throughout the first semester, so they have collected evidence. What we are now asking them is to compile this evidence into an ePortfolio of evidence because the ePortfolio is actually the examination that they submit, it carries quite a significant amount of..I think about 50% of the final mark. So as soon as you guys can prepare the learners, train the learners, we can then ask them to start uploading things on the system so that they can start compiling the ePortfolio.

**Researcher:** Ok, so then that means, could we then meet on monday, just a short meeting, I take you through the system pegged on the permissions, do you have permissions on the eteaching site?

**Convener:** Yes. I prefer using eteaching. Learners have been more or less comfortable using it throughout the first semester

**Researcher:** Ok Sure! Because then with such issues we will look at how, this is now besides what we are supposed to do, but we will get to know whether it will be important for it to be made accessible on the mobile phone, but that's now phase 2, lets make that next year's project.

**Convener:** Ok now, I will put my hands up for that one as well

**Researcher:** Ok, so, in terms of the marking, do you have a rubric that you use in marking the ePortfolio?

**Convener:** Yes

**Researcher:** The reason I am asking this is that I am looking at the types of knowledge that are embodied in the ePortfolio, I want to do a research in that. I have read a lot on ePortfolios, no one has done a research in that and.. I wanted to know, what for instance does the rubric identify and merit, and also look at, what does the rubric miss because there are some types of knowledge that may have been created by the learner, but then, since the rubric is constraining, its not..so I was asking whether I can get a copy of that, then I can discuss with my supervisor as I try to brainstorm and try to see things that I should check out for. Because the rubric might be wholesome, it has covered everything or it may lack some things.

**Convener:** Ok, basically the rubrics that we put together is based on the learners, what we call exit level outcomes, which is a national qualification, so that all learners whether they are studying at UCT, UWC, wherever they all need to work from the same criteria, so when we do, evaluate and we do assess the ePortfolio, then it's based on being able to proof that they are competent in that outcome, that's essentially it, but then when you come on monday then I will give you a structured one.

**Researcher:** Ok, the other thing I wanted to know is like, it's now clear that these learners have a supervisor

**Convener:** Yes

**Researcher:** The department allocates, like the six learners belong to you, you are the one to supervise them through the whole process for their field work and will you be the one to assess their ePortfolio?

**Convener:** That is correct

**Researcher:** Ok, that would be useful to me.

Then, do they have mandatory contact hours where you would say that if the learner has not seen you for twenty hours during the whole process then they don't qualify to submit their ePortfolios

**Convener:** Yes, that's correct, yes

**Researcher:** Do you have such a rule?

**Convener:** What we do is that we have weekly supervision sessions, so on a weekly basis, for an hour we meet together, at the moment its group supervision but learners are welcome to come and

see me any other time if they need any clarification regarding what requirements are, but on a weekly basis we have a structured session, and there we go through some of the sessions re-occurring, and they also submit evidence on a weekly basis that they can use for the ePortfolio.

**Researcher:** So, that is usually how many weeks?

**Convener:** When we look at the semester, a semester has about thirteen weeks

**Researcher:** So that means it is about thirteen hours?

**Convener:** Thirteen hours, yes

**Researcher:** They must meet you for thirteen hours?

**Convener:** Yes

**Researcher:** What if they meet you for only fifteen?

**Convener:** Which is highly unlikely because we do definitely meet for a whole hour

**Researcher:** Ok. That's clearing up, because I needed to know the background, how the process, it's also important to know what happens, because someone will one day ask me, maybe I present a paper for UWC and then people ask questions, like how do learners create, this is someone from Europe or something, they are interested in creating ePortfolios, then I would not answer that.

**Convener:** No no, essentially what they are supposed to do throughout the semester, they need to provide evidence, we set assessment tasks, they do their learning in the field and then we design assessment tasks, based on that they need to compile the evidence, submit to me for assessment purposes, I give it to them back the week after that with my comments in that, then they can use that then as evidence for their ePortfolio.

**Researcher:** Ok, and the other thing is like, do you have specific instructions you give the learners when creating that ePortfolio?

**Convener:** That is correct, yes.

**Researcher:** Is it written down?

**Convener:** It's written down, yeah!

**Researcher:** Can I also have that together with the rubric?

**Convener:** Certainly

**Researcher:** Ok, because it will also aid me in the design, sorry I didn't see that, what Overall convener gave me last year was sample ePortfolios which were already made. He gave me a very good ePortfolio, an average ePortfolio and a not so good ePortfolio. So that I could compare and see what learners have put in and try to see whether the system would allow such kind of information to be uploaded or created in it, so at least that would also help me to understand.

**Convener:** Because, the current group of learners, they haven't submitted any ePortfolio as yet, so it would be difficult for me to give you those ePortfolios, coz those learners of last year have now moved on to third year, and their ePortfolios have moved on with them

**Researcher:** I might not need that for now because he already gave me and I have a feel of how they look like.

**Convener:** So you got a good sense of what it looks like

**Researcher:** Yes, because one of the challenges that this might address is to, because one its usually difficult to retrieve, once the learners have like gone out there for three years and they come back and want a copy of it, it's difficult to retrieve, and it's also bulky, difficult to share with others – you have to photocopy the whole thing and there are many challenges which we hope that will be addressed in the system. Whatever might not be there we might push it to phase 2 of the system, where now, between now october and maybe february or january next year all those system issues should have been addressed and now the next batch of learners get the system which now has the enhancements that you suggested

**Convener:** But you know, how would a learner be able to upload evidence if they need to? Would it be scanning and then..

**Researcher:** Ideally that would be the case because it's the easiest way of storing information, because now once they scan them, for instance, I saw in the ePortfolios that I was given, they might go for fieldwork in a hospital, and then they find that a child has drawn a picture of something, and so, they are excited with that and they pick that as some evidence and they put it in the ePortfolio, but hardly, I did not see any write up on that, what significance does it give, it was just a picture in a page. So then, using for instance the editors that are available for us to do email and all that, its the same editor that we use on eteaching. They can insert an image there, do a small write up on it and there is flow, that is congruence. From page one you can get to know how the document is basically flowing and not just having a rigid picture which does not have any kind of.., it should be seamless and should have some nice flow. That's ideally what I would think would be the best approach. Let's just hope that that will come through.

**Convener:** Yes, definitely

So you suggest we get together on monday, would similar time, 10:00am suit you?

**Researcher:** Yes

**Convener:** Coz that would also be reasonable time for me

So we are just going to look at a demonstration of how it is done.

**Researcher:** Yes

## **Interview with the Course Convener, Social Work Department, UWC on 30-07-2010**

**Note:** Interview questions were pre-set

**Length:** 8min 21sec

**Researcher:** I wanted to ask as we reflect on this process, the eportfolio development process in form of questions like, what are you looking forward for in this task?

**Convener:** Ok, from my side, the main focus why we always use ePortfolios are, the learner ePortfolios ultimately serve as the examination at the end of the learning period, so we use it as the summit of tasks, so what essentially happens is that a learner will get now an opportunity to reflect on their learning throughout the year where they have grown, where are the areas that they still need to improve on when they move on to the third level of the training. What's also important is that our qualification is social work, the problem that we offer works on what we call exit level outcomes, so at the end of the year the learners must prove that they are competent in the prescribed exit level outcomes throughout the year. So that is why we use ePortfolios as an opportunity for the learners now to provide us with evidence that gains the exit level outcomes, say, here is my evidence, I declare that I am competent, then it's my role as the assessor then to assess his evidence and comment on and say, this evidence is sufficient enough to declare you competent in that criteria and therefore we use it as the summit of tasks. More important what I see the role of the ePortfolio is a reflective task as well because learners tend not to take their time to reflect on what this learning meant for them. They are just keen to get things done, get things done. But what I have experienced from previous ePortfolios is that learners do actually say that this actually allowed them to reflect on what they really experienced during the past semester or past year, so therefore ePortfolio, that's the main outcome. It's for the final assessment and to reflect on their learning and to think about, what are the skills and the techniques that I still need to improve on as I move on to the next level.

**Researcher:** Ok, then, so if we look at that, how do ePortfolios aid in learning?

**Convener:** Yes, am, ePortfolio offer the opportunity for the learner to become even more comfortable with the web based learning because it's something that our department is trying now to introduce now in the last four years and therefore we have formed a very good relationship with the eteaching team because we just feel that learning is not just confined to a little classroom where you just lecture for an hour so and the learner goes off but elearning and even ePortfolio provide now a learner now to be in his comfortable environment, be at peace of mind and now to engage

more meaningfully with these reflections. So ePortfolio, and the other benefit possibly with ePortfolio is the fact that learners generally always run into problems with saying that they lost their documents, they can't print, they don't have money for printing, so in that way the ePortfolio offers them that opportunity where its paperless kind of assessment and also its electronic so we can keep it for posterity, so the learner can, hopefully, what I am envisaged with the ePortfolio is that the ePortfolio moves with them from year to year, because the current situation is they do a ePortfolio the first year, second year, third year and fourth year. They leave it by us, we mark this stuff and then we throw it up in a box, and then it stays there forever.

**Researcher:** Ok

**Convener:** Now with ePortfolio, that little ePortfolio can now move with them and all they do is that every year they add the new evidence, the new requirements for the next level and hopefully by the end of the four year cycle they can actually save it on a flash, go into the workplace and say, these are the kind of things I have been busy with over the years. So that for me is one of the biggest advantages with ePortfolios. But I do have my fears though, especially with the fact that with our experiences technology must be able to make life easy for our learners, and our learners tend to be a little resistant to technology at times. They feel they get frustrated with it, the technology is not something fast enough, they don't have a, maybe not enough workstations to go to work on, they have limited time to work on. Those are also the things that we always are open to and also keep in mind with, going in the e, the web-based type of learning.

**Researcher:** Ok, What do you want them to learn in this process?

**Convener:** Two things, to become comfortable with the idea that technology can also play a role in social work practice, because generally when you think about social work, you think it's only about going to communities and helping, but I feel that technology, our learners need to become, kind of like bring that technology to the advantage of the clients also in the future, and then obviously the whole Idea behind ePortfolio is it's also a new area of learning for them as well, and that its also a new competency that they can learn. So that's also the other outcome.

**Researcher:** Then, how will you look for those things in the ePortfolio? How will you identify those things that you ...(interrupted)

**Convener:** Ok. Those things are obviously listen to the learners experiences of how they are getting along with ePortfolio, the challenges, the technical challenges, technological challenges but more importantly I think the biggest guide will be my..the rubric that I will use to assess them. If it achieves the same outcome that we do for normal hard copy ePortfolios then I think then we have achieved our objectives, because that is where we will look at. What are the requirements in terms of the fieldwork programme and are they providing us with the evidence.

**Researcher:** Ok. And so how will a learner know that they are giving what they are asked for?

**Convener:** Ok. One thing at the beginning of the year, all our learners are given an outline of what the ePortfolio requirements are, so in essence they know exactly what are the criteria that they will need to provide evidence for. What we now also will be doing as from next week onwards and thereafter on subsequent weeks is that on a weekly basis when we meet the learners for supervision and consultation and then we actually go and, we are going to start unpacking the rubric and also look at the requirements and tell them that this is the best evidence that you need to collect and then provide it to us.

**Researcher:** So it's like you guide them on every week

**Convener:** That's what we are going to, because we feel that in the past we expect the learners to hand in at the end of october but day or two before the eportfolio goes in the learners dont know, they don't understand the criteria for what they need to meet, they get confused and are ultimately hand in evidence that does not support the claim that they are competent. So hopefully this process will help to prepare them, and guide them in getting their ePortfolio together.

**Researcher:** Ok, thanks.

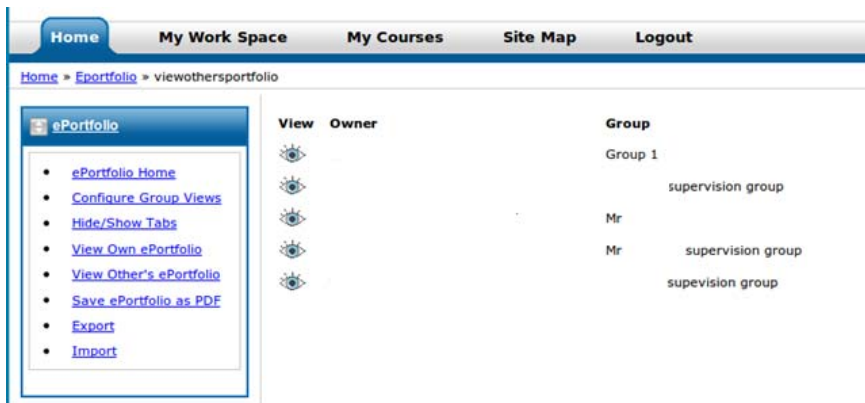
**Convener:** Pleasure



## APPENDIX C: ePortfolio Screenshots

### List of ePortfolios accessible to the researchers

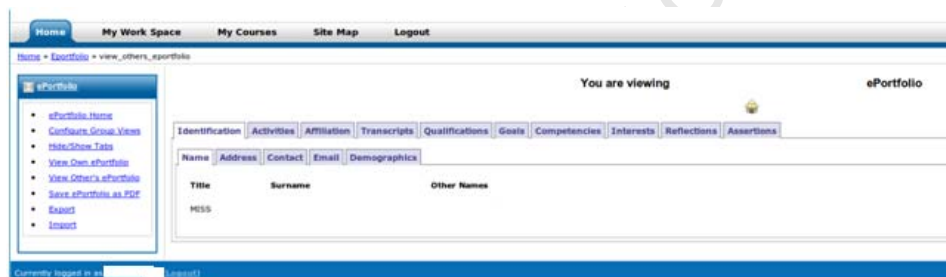
This page lists all the ePortfolios that the researcher can view. There is a link to view any of these ePortfolios as demonstrated in the view column.



Note: The names of the owners have been removed to preserve anonymity.

### The home page of a learner's ePortfolio

This is the researcher's view of one of the learner's ePortfolio. The contents are organized in tabs.



NB: The learner may not have included all her ePortfolio in this group that the researcher views from.

## Researchers view of the list of a Learner's reflections

This is a list of the reflections that this learner created, and can be viewed in detail by clicking on the respective display icon for any of these reflections.

You are viewing

ePortfolio

Identification

Activities

Affiliations

Transcripts

Qualifications

Goals

Competencies

Interests

Reflections

Assessments

Rationale	Creation Date	Short Description	Display
entry level outcome 1	8 November 2010	reflective summary for ELO 1	
entry level outcome 2	8 November 2010	reflective summary for ELO 2	
entry level outcome 3	8 November 2010	reflective summary for ELO 3	
entry level outcome 4	8 November 2010	reflective summary for ELO 4	
entry level outcome 5	8 November 2010	reflective summary for ELO 5	
entry level outcome 6	8 November 2010	reflective summary for ELO 6	
entry level outcome 7	8 November 2010	reflective summary for ELO 7	
entry level outcome 8	8 November 2010	reflective summary for ELO 8	
entry level outcome 9	8 November 2010	reflective summary for ELO 9	
entry level outcome 10	8 November 2010	reflective summary for ELO 10	
entry level outcome 11	8 November 2010	reflective summary for ELO 11	
entry level outcome 12	8 November 2010	reflective summary for ELO 12	

## Detailed view of one of the reflections

This is Researchers view on one of the Learner's reflections with a course convener comment. The learner could then use that comment to improve on their reflection as advised by the course convener.

eTeaching - University of the Western Cape - Mozilla Firefox

http://eteaching.uwc.ac.za/index.php?module=eportfolio&action=singlereflection&reflectid=gen14Srv59Nme26\_96326\_1289203265

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### Reflection

**Rationale**  
exit level outcome 1

**Creation Date**  
2010-11-08

**Short Description**  
reflective summary for ELO 1.

**Full Description**

**REFLECTIVE SUMMARY**

**EXIT LEVEL OUTCOME 1**

1. **What knowledge and skills you had applied?**  
I had to have the knowledge of how to use to take directions as we were directed to Bulumko secondary school and the skill that the student applied was negotiating skills.

1. **What would you have done differently?**  
I would not have done anything different as I learnt a lot and had challenges before we negotiate our way to Bulumko secondary school.

1. **How have you experienced working on this piece of evidence?**  
I found it as a new fresh experience, I had never negotiated in a school before, and that was my experience.

1. **What do you think you have learnt? i.e. how the piece of evidence relate to specific competencies and skills applied.**  
I have learnt how to negotiate for an entry.

1. **What do you think you did well and why you think so?**  
The negotiation of placement at the school as the teacher was impressed.

1. **Where and how do you think you should improve or develop further?**  
I think I should improve on using social work terms.

1. **How did people respond to you?**  
The teachers responded in a positive way.

Course Convener : 2010-11-29 15:35:58

How did you describe your relationship with the learners/participants. Needed to clarify why you want to improve with using social work terms. What is the context for this.

Post a comment

## APPENDIX D: RUBRIC

**University of the Western Cape**

**Department of Social Work**

**Basic Fieldwork 201**

**EXIT LEVEL OUTCOMES EPORTFOLIO ASSESSMENT FORM**



**UNIVERSITY of the  
WESTERN CAPE**

*A place of quality, a place to grow, from hope to action through knowledge*

NAME OF STUDENT	
STUDENT NUMBER	
NAME OF SUPERVISOR	

Assessor Note: Using the following guidelines, please assess the student's level of competency on each of the Exit Level Outcomes and Associate Assessment Criteria :

KEY TO GUIDELINES FOR ASSESSMENT	RATING
Student has not yet developed competence – Student's performance is not yet appropriate for the professional context.	0
Beginning competence –Student demonstrates competence some of the time.	1
Satisfactory competence – Student demonstrates competence most of the time.	2
Good competence – Student demonstrates competence consistently	3
Exceptional competence – Student demonstrates competence above normal expectations consistently.	4
There has been no opportunity for this aspect of performance to be evaluated	n/a

For each Exit Level Outcome, award a mark from 0 – 4 or N/A.

Provide comments for the allocation of the mark.

Also provide general comments about each outcome.

**1. Develop and maintain professional social work relationships with client systems.**

**Range includes: individuals; families; groups and communities.**

<b>Associate Assessment Criteria</b>	<b>Competency Rating</b>	<b>Comments</b>
1.1 Professional relationships are purposefully founded on knowledge of and insight into the nature of client systems and their dynamics.		
1.2 Professional relationships are characterised by the purposeful implementation of social work principles at the individual, family, group, community and organisational level.		
1.3 Professional relationships clearly demonstrate an understanding of ethical parameters.		
1.4 Professional relationships enhanced an enabling environment for client systems to develop their full capacity.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

## 2. Assess client systems social functioning.

Range includes: roles; needs; interactions; strengths; challenges and aspirations

Associate Assessment Criteria	Competency Rating	Comments
2.1 Assessments reflect the ability to undertake a comprehensive analysis of client systems needs and strengths.		
2.2. Analyses of client system's needs and strengths reflect the application of appropriate theoretical frameworks.		
2.3 Assessments demonstrate the use of appropriate social work tools and data.		
2.4 Assessments clearly reflect the influence and impact of social circumstances and social systems on client systems functioning.		
2.5 Assessments demonstrate a holistic approach to client system's social functioning.		
2.6 Assessments results in, as far as is reasonable and possible, mutually agreed upon goals.		
2.7 Assessments processes and conclusions are recorded clearly, systematically and accurately.		

### General Assessment and Comments in Relation to this Competency

General Mark (0-4) \_\_\_\_\_

Comments:

**3. Plan and implement appropriate social work intervention strategies and techniques at micro, meso and macro levels.**

**Range includes:** Micro refers to the individual, family and small informal groups. Meso level refers to formal organisations; groups and networks. Macro level refers to broader levels of community and society as well as international and global spheres.

Associate Assessment Criteria	Competency Rating	Comments
3.1 Intervention plans take into account social systems impacting on client's systems functioning.		
3.2 Intervention plans are based on assessment and the appropriate use of strategies and techniques to achieve identified goals.		
3.3 Intervention strategies, models and techniques are based on comprehensive assessment of client systems.		
3.4 Intervention strategies and techniques are purposefully aimed at the achievement of identified goals.		
3.5 Interventions reflect the application of a range of skills [Range of skills includes for example communication, problem solving, networking, negotiation, mediation, advocacy and interview skills.]		
3.6 Intervention strategies and techniques are appropriately implemented in accordance with corresponding theoretical assumptions.		
3.7 Interventions include the appropriate use of social work tools and data.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**



**4. Access and utilise resources appropriate to client system's needs and strengths.**

Associate Assessment Criteria	Competency Rating	Comments
4.1 Resources that are identified and utilised are appropriate to client's systems needs; strengths and goals.		
4.2 Referrals to appropriate resources are made according to agreed upon methods of referral.		
4.3 Networking with resources and organisations is linked directly to the needs of client systems.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

**5. Produce and maintain records of social work interventions; processes and outcomes.**

Range includes: situational analysis; assessments; process reports; progress and statutory reports as well as correspondence relating to client systems.

Associate Assessment Criteria	Competency Rating	Comments
5.1 Client systems files contain all relevant reports according to agreed upon time frames, standards and procedures.		
5.2 Reports contain accurate details of all intervention activities, processes and outcomes according to agreed upon or prescribed formats.		
5.3 Reports are channelled as per prescribed procedures, when necessary.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

**6. Evaluate the outcomes of social work intervention strategies, techniques and processes.**

<b>Associate Assessment Criteria</b>	<b>Competency Rating</b>	<b>Comments</b>
6.1 Evaluations clearly describe the outcomes of the intervention strategies, techniques and processes utilised in relation to the stated goals and client systems strengths and needs.		
6.2. Evaluations are purposefully used as the basis for planning, termination and implementation of on-going services.		
6.3 Evaluations demonstrate a capacity for self-awareness and reflection.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

**7. Terminate social work intervention.**

Associate Assessment Criteria	Competency Rating	Comments
7.1 Wherever feasible, termination of services is mutually agreed to by the relevant parties and occurs in accordance with social work principles.		
7.2 Preparation of client systems for termination of services is timeous and realistic.		
7.3 Termination is based, as far as is reasonable and possible, on the achievement of goals and the client system's ability to function independently.		
7.4 All administrative aspects of termination are completed in accordance with professional requirements.		

**General Assessment and Comments in Relation to this Competency****General Mark (0-4)** \_\_\_\_\_**Comments:**

**8. Negotiate and utilise contracts during social work intervention.**

<b>Associate Assessment Criteria</b>	<b>Competency Rating</b>	<b>Comments</b>
8.1 Contracts contain, as far as is reasonable and possible, mutually agreed upon principles, expectations, goals and procedures.		
8.2 Contracts are used to guide practise with clients.		
8.3 Contracts contain an exposition of possible results/consequences of breaching the mutually agreed upon principles, expectations, goals and procedures for both the practitioner and the client system.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

### 9. Demonstrate social work values while interacting with human diversity.

Range includes: Human diversity includes race, culture, religion, ethnicity, language, sexual orientation, political orientation, age, differential abilities and socio-economic status.

Associate Assessment Criteria	Competency Rating	Comments
9.1 Assessments, intervention plans, strategies, techniques, and outcomes analyses reflect sensitivity for diversity and the ability to work with diverse views.		
9.2 Practise demonstrates awareness of different viewpoints and values, and the ability to appreciate these in relation to one's own views and values.		
9.3 Assessments explicitly include analyses of possible elements of diversity that may impact on the professional relationship.		
9.4 Interaction and teamwork within the practise context reflect understanding and acceptance of diversity.		
9.5 Referrals are appropriate to and In accordance with the unique needs of client systems.		

### General Assessment and Comments in Relation to this Competency

General Mark (0-4) \_\_\_\_\_

Comments:

### 10. Appraise and implement the ethical principles and values of social work.

Associate Assessment Criteria	Competency Rating	Comments
10.1 Practise demonstrates awareness of, and ability to implement social work values and ethical principles.		
10.2 The practical implications of ethical principles and values for		

social work practise are critically appraised.		
10.3 The provisions in the Code of Ethics of the South African Council for Social Service Professions are critiqued in relation to its potential limitations and benefits.		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**

University of Cape Town

**13. Identify, select and implement various techniques, methods and means of raising awareness, developing critical consciousness about the structural forces of oppression, exclusion and disempowerment and use such awareness to engage people as change agents.**

Associate Assessment Criteria	Competency Rating	Comments
13.1 Selected techniques, methods and means of awareness-raising are appropriate to the specific social issue, the social context and the level at which such awareness-raising needs to take place.		
13.2 The specific social issue [eg. homosexuality, gender discrimination, HIV/AIDS, disability] that must be targeted as an area of intervention is clearly described.		
13.3 The social and cultural context against which the intervention takes place is clearly elucidated.		
13.4 Practise demonstrates the ability to engage individuals, families, groups and/or communities in critical reflective discussion regarding the impact of oppressive forces in their lives.		
13.5 Practise demonstrates the ability to assist individuals, families, groups and/or communities to explore alternative identities in order to enhance self-esteem		
13.6 Practise reflects efforts to engage people as change agents , advocates and/or lobbyists by building on their strengths and resources		

**General Assessment and Comments in Relation to this Competency**

**General Mark (0-4)** \_\_\_\_\_

**Comments:**



### **ASSESSMENT OF EPORTFOLIO**

<b>RATING SCALE</b>	<b>OUTSTANDING</b>	<b>GOOD</b>	<b>FAIR</b>	<b>BASIC</b>	<b>POOR</b>
	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>STRUCTURE:</b> Following instruction – length, format of ePortfolio discussion Planning and structure- Table of contents ;Introduction ;General Evaluation Correctness with regard to referencing, cross-referencing and bibliography information and structure.					
<b>UNDERSTANDING/INTEGRATION OF KNOWLEDGE:</b> Correct use of theory and its integration with fieldwork. Understanding theory.					
<b>PRESENTATION:</b> Neatness and attractiveness					
<b>GRAMMAR AND SPELLING:</b> Effective communication. Good sentence construction. Logical sentence construction. Minimal spelling and grammatical errors.					
<b>REFLECTIVE SUMMARIES:</b> Insightful reflections of the learning experience.					
<b>TOTAL FOR THIS SECTION = 20 /</b>					

### **Assessor's Narrative Comments:**

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**SUMMARY OF EXIT LEVEL OUTCOMES RESULTS**

<b>EXIT LEVEL OUTCOMES</b>	<b>DESCRIPTION OF EXIT LEVEL OUTCOME</b>	<b>MARK</b>	<b>Mark Achieved by Student</b>
1	Develop and maintain professional social work relationships with client systems.	<b>X2</b>	
2	Assess client system's social functioning.	<b>X4</b>	
3	Plan and implement appropriate social work intervention strategies and techniques.	<b>X2</b>	
4	Access and utilise resources appropriate to client systems needs and strengths.	X1	
5	Produce and maintain records of social work interventions, processes and outcomes	X2	
6	Evaluate the outcomes of social intervention strategies, techniques and processes	X1	
7	Terminate social work intervention	X1	
8	Negotiate and utilise contracts during social work intervention	X1	
9	Demonstrate social work values while interacting with human diversity.	X1	
10	Appraise and implement the ethical principles and values of social work.	X1	
13	Identify ,select and implement various techniques ,methods and means of raising awareness , developing critical consciousness about the structural forces of oppression , exclusion and disempowerment and use such awareness to engage people as change agents.	X1	
21	Demonstrate understanding of the roles, functions, knowledge and skills for effective social work supervision and consultation.	X3	
<b><u>TOTAL</u></b>		<b>80</b>	

**FINAL MARK FOR EPORTFOLIO:**

<b>ASSESSMENT AREA</b>	<b>MARK ACHIEVED BY STUDENT</b>
Exit Level Outcomes = 80	
Presentation of ePortfolio = 20	
<b>Total = 100</b>	

Supervisor Signed : .....

Date : .....

## APPENDIX E: ePortfolio Content Analysis

Note: The document source for each of the statements in the table below is identified by a code which is a combination of letter S and the document number, for instance S1 or S2. Error! Reference source not found. gives the actual names for each of the types of knowledge. The characteristics used to analyse these statements are found in Error! Reference source not found. .

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
She introduced the members to the activity for the day. before starting the student spoke a little about sharing so that the children were able to fully conceptualize the aim of the activity. After the activity proceeded, the student had to walk around the children making sure that they were in fact sharing amongst each other. S1	A	0	0	0	0	0	1	0	0	0	0	0	1	0
The selection of the meso social work group will consist of both females and males and the selection will be by the teacher who chose her life orientation class and her colleagues. S6	B	0	0	0	0	0	1	0	0	0	0	0	1	0
The worker needs to assures the client system (in the consent form or verbally) of confidentiality, purpose of their relationship and roles of each participants. Acts outside these parameters are seen as unethical or unprofessional. The student and the co facilitator draw the consent form, and the document that was an evidence of visiting which was signed by the school. S41	C	0	0	0	0	1	1	1	0	0	0	0	0	0
During the termination student is planning to hand over certificate to all learners that completed the life skills. S45	D	0	0	0	1	0	1	0	0	0	0	0	1	0
The plan for the next session is to sing a couple of songs; the aim for this is to teach these children to be aware of the kind of songs that they sing. S1	A	0	0	0	0	0	1	1	0	0	0	0	1	0
PROPOSED SCHEDULE AND GROUP WORK PROGRAM S6	B	0	0	0	0	0	1	0	0	0	0	0	1	0
The co-facilitator has planned to have a group with plus minus twenty learners from six to ten	D	0	0	0	0	0	1	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
years of age and grade r to three. S45														
Work Plan: As a group we decided to have an awareness workshop. We plan to inform student through various stakeholders and consultants, the experts on the field of volunteering, about the chosen topic. S8	B	0	0	0	0	0	1	0	0	0	0	0	1	0
Proposed schedule and group work program. S45	D	0	0	0	0	0	1	0	0	0	0	0	1	0
There are quite a few risk factors that we anticipate and these are the steps we intend to take to prevent it from inflicting havoc. Conflict among group members. During ourLAB sessions and our Supervision sessions we received guidelines to resolving group conflicts. We intend to utilize these guidelines when conflicts arise....S8	B	0	0	0	0	0	1	1	0	0	1	0	1	0
The facilitators will evaluate the effectiveness of their own input in the group by involving the principal, teachers who will be working with us. The co- facilitator has also planning on creating evaluation forms for the principal, learners and the teachers. S45	D	0	0	0	0	0	1	0	0	0	0	0	1	0
For next session the students will come up with the games and both the facilitators and the student could play the games. S15	B	0	0	0	0	0	1	0	0	0	0	0	1	0
Functional Preparation: The group members had to first draft questionnaires and then took them to the field work co-ordinator & supervisor Mr Safodien for approval and perhaps to be able to correct them if the need be and also so that he can print out all the 70 copies that were required. That is how the functional preparation was done. S50	D	0	0	0	0	0	1	1	0	0	0	0	1	0
The student first went to get the approved questionnaires from Mr Safodien and then went to the community of UWC. The student approached people that were passing randomly. She first introduced herself and then explained what she was doing , what the questionnaires were about and how long it will take to fill them in. The students then asked the participants if there were	D	0	0	0	0	0	1	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
interested in filling-the questionnaires. S50														
The student had no reason to panic this week because she had all the necessary requirements, which were the resources for the activity. S1	A	0	0	0	0	0	0	1	0	0	0	0	1	0
The long term goal of the meso social work project is to build a close relationship with the group, be a friend and a role model to learners. Gain trust from the learners. S6	B	0	0	0	0	0	0	1	0	0	0	0	1	0
1.3 A consent form was very important to show the transparency of the program with the micro meso group and macro group. In these consent forms the worker along side the client binds themselves to the process and terms which with it. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
Our goal was to pursue and influence all social work students, by encouraging them to volunteer eighty hours before they can graduate. Secondly was to Inform them about graduate giving back to the community before they graduate specifically those that are using government bursaries. S49	D	0	0	0	0	0	0	1	0	0	0	0	1	0
The plan for the next session is to sing a couple of songs; the aim for this is to teach these children to be aware of the kind of songs that they sing. S1	A	0	0	0	0	0	0	1	0	0	0	0	1	0
The short term goals is to help those learners with behavioural problems, control anger, help those who need help with their school work, help them with their wellness and health and the student will be doing this together with the learners. S6	B	0	0	0	0	0	0	1	0	0	0	0	1	0
1.4 The clients need to feel at ease and comfortable enough open up to you as a social worker. The environment can be enabling in the sense that a quiet place to talk may be chosen for the day's session or a suitable mood can be created that would make the client system relax and having them speak in a language that they feel comfortable in. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
The main aim of the community encounter was to collect data through the use of questionnaires and the intended outcome was that all the 50 questionnaires should be filled in before the end of that day. S50	D	0	0	0	0	0	1	1	0	0	0	0	1	0
The plan for the next session is for the children to identify the different professions in society form pictures that the students will bring. The aim of the activity is for the children to know who is available to help them when they are in need or trouble. S2	A	0	0	0	0	0	0	1	0	0	0	0	1	0
The student will evaluate the project to determine whether she has achieved her purpose and objectives by letting or allowing members to express themselves. S6	B	0	0	0	0	0	0	1	0	0	0	0	1	0
2.3 Assessment in social work is vital. It allows us to collect information in the client's environment in order for us to appropriately come up with intervention strategies. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
Since the members were going to work with student and to approach them randomly, it was important that the students prepare themselves emotional. The reason been that, if one works with people, it is possible that they may face rejection. So the student prepared herself emotionally by reminding herself of the social work values and principles, such as respect for persons. S50	D	0	0	0	0	0	0	1	0	0	0	0	1	0
I explained the reason for a contract with the mezzo group and then I developed the content of the contract with the group so that we could agree on the details and the consequences of breaking the rules that we had agreed on. S4	A	0	0	0	0	0	1	1	0	0	0	0	1	0
At the end of the session the student would like to achieve how does framework assessment helps individual in their lives. S7	B	0	0	0	0	0	0	1	0	0	0	0	1	0
3.6 The intervention strategy and techniques were implemented appropriately, because the learners were able to perform the task. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
As it has been mentioned before, the primary aim of the community encounter was mainly to	D	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
collect data through the use of surveys and this was achieved as many people were able to fill in the questionnaires. S50														
Our suggested title for the workshop is "Volunteerism amongst Social Work Student at UWC." As the title indicates our focus topic will be volunteering. S8	B	0	0	0	0	0	0	1	0	0	1	0	0	0
As a group we were assigned with the task of having to gain entry into an organization called "The Volunteer Centre". We were to gain knowledge of the procedures of the organization and also do an audio interview with one of the people in charge. S8	B	0	0	0	0	0	0	1	0	0	0	0	1	0
Goals & Objectives of this Project S8	B	0	0	0	0	0	0	1	0	0	0	0	1	0
The reason for doing this survey is to reach out to the community and view their opinions about volunteerism. S9	B	0	0	0	0	0	0	1	0	0	0	0	1	0
Intended outcome of the project. S9	B	0	0	0	0	0	0	1	0	0	0	0	1	0
What are the personal values; beliefs or stereotype that influence your interaction with your client system on either micro or meso level of social work? The fact that the student believes that valuing the client, respecting the client influenced the interaction with the system on both the micro and meso social work level. S11	B	0	0	0	0	0	0	1	0	1	0	0	1	0
Educational supervision: The primary goal is to dispel ignorance and upgrade skills. The classic process involved with this task is to encourage reflection on, and exploration of the work. S14	B	0	0	0	0	0	0	1	0	0	0	0	1	0
The aim for the session was to make up a poster on peer pressure because it is what is affecting them mostly at their age group. S15	B	0	0	0	0	0	1	1	0	0	0	0	1	0
This reason for doing this is because Corey (2009) suggests that a person's thoughts affect his/her emotions and those emotions are reflected in the way the person behaves, this is how cognitive behavior works. S2	A	0	1	0	0	1	0	1	0	0	0	0	0	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
This phenomenon brought about an array of questions such as, "where are the local volunteers? ". "why are we not taking care of our own people? " and "why do people have to come all the way from overseas to aid our own people, a task that we are well capable of performing as South Africans?". S8	B	0	0	1	0	0	0	0	0	1	0	0	1	0
Body movements and positioning also provide information to others. Being tense or relaxed and formal or informal is also important (Kirst- Ashman,2009). Body tension involves how inflexible or tense our muscles appear as we position ourselves. According to Kirst-Ashman (2009), if we look uptight, we probably feel uptight. Tension is also visible when a person makes quick, nervous gestures, such as continuously tapping a foot or finger or jingling loose change in his pocket. Tension may I show a lack of confidence or excessive nervousness. S40	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Toseland and Rivas (2005:21) prevention help members to develop and function at an optimal level and helping them prepare for events that are likely to occur, the student will be conducting an educational group whereby the student will help members learn new information and skills. Student will educate learners to improve their selfesteem and enable them to make their own choices/decisions. Student will also encourage learners to interact with one another. S45	D	0	1	0	0	1	0	0	0	1	0	0	1	0
The student did not want to go to the session with such hostile feelings so she thought about well she handled the session alone and X this made the student feel better. This reason for doing this is because Corey (2009) suggests that a person's thoughts affect his/her emotions and those emotions are reflected in the way the person behaves, this is how cognitive behavior works. S2	A	0	1	0	0	1	0	0	0	1	0	0	1	0
According to Hepworth (2006) "closed ended group members contract for a certain set period of time, during which no new member are added but original members may drop." Our group will be a closed group where we will meet with the members at period that is Wednesday and there is a	B	0	1	0	0	1	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
limited number of members that is sixteen group members. S6														
The clients have a right and are able to make their own decisions and choices (Hepworth & Larsen, 2006). S40	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Rothman, (1974), cited from Toseland and Rivas (2005: 394), Planning evaluations can also help a worker to collect information and assess the potential contributions that members can make in helping the group achieve its objectives. S45	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Preparation for a session is very crucial according to Kirst Ashman (2003) because it helps one avoid such incidences. The students have learnt to use more various theoretical sources so that they can have a lot more to work with. S2	A	0	1	0	0	1	0	0	0	1	0	0	1	0
The theoretical base that will support the meso social work project is going through Herpworth, (2006), that will lead and guide the student as how to handle the meso social work project. S6	B	0	1	0	0	1	0	0	0	1	0	0	1	0
According to Hepworth, etc (2006) engaging clients successfully means establishing rapport which reduces the level of threat and gains the trust of clients, who recognize that social worker intends to be helpful. S41	C	0	1	0	0	1	0	0	0	1	0	0	1	0
Empowerment is therefore a mixture between the right to make decision and the ability to make decision. S49	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Adams, Dominelli and Payne (2009) state that social work's emphasis on the idea of respect for the client, optimism for the future and faith in the essentials empowers the client. S3	A	0	1	0	0	1	0	0	0	1	0	0	1	0
According to Hepworth, (2006), he explained that before starting to explore clients' difficulties, it is important to establish rapport. Rapport with the client fosters open and free communication,	B	0	1	0	0	1	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
which hallmark of effective interview. S7														
Herpworth & Larsen (2006) states that assessment requires social workers eliciting detailed information about actual transactions between people. S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Brueggemann, (1996) survey is a systematic inquiry of perceptions or attitudes about problems that affect an entire population or a sample of that population. It gives you an opportunity to quantify information and to ask specific questions. Hence, the group members decided to make use of questionnaires as a way of gathering data in order to attend to a certain issue that has been raised by students, which are high prices of food and books on campus. S50	D	0	1	0	0	1	0	0	0	1	0	0	1	0
According to Payne (1991), assessing client functioning not only helps the worker to understand the client's situation but it also accentuates the client's personal growth because the capacity for growth is released in the casework relationship. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
According to the (Department of Health, 2000), framework assessment requires a thorough understanding the developmental needs of children, the capacities of parents or caregivers to respond appropriately to those needs, and the impact of wider family and environmental factors on parenting capacity and children. S7	B	0	1	0	0	1	0	0	0	1	0	0	0	0
2.2 A triangle assessment was used to look at the needs of the client and how her environment and upbringing could have perhaps contributed to how she is today. S41	C	0	0	0	0	0	0	0	0	1	0	0	1	0
Brueggemann (1996) goes on in saying that, whether your survey is face-to-face, mail out, or by telephone, you must prepare a questionnaire. It is important that your questionnaire helps you to get information about the kinds of problems you and the community want to resolve. All members took this theory in to consideration when drafting the questions since it was very important that the	D	0	1	0	0	1	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
questions reflect what they want to achieve as the outcome of the research. S50														
Payne (1991) states that accessing and utilizing resources that are appropriate to the needs and strengths of the clients helps them improve their own capacities to solve problems and it builds relationships between people and resource systems. S3	A	0	1	0	0	1	0	0	0	1	0	0	1	0
The student used open-ended questions and closed-ended questions. According to hepworth, (2006), open-ended question, statement invite expanded expression and leave the free to express what seems most relevant and important, while closed-ended question, define a topic and restrict the client's response to a few words or a simple yes or no answer. S7	B	0	1	0	0	1	0	0	0	1	0	0	1	0
Hepworth and Larsen describe assessment as part of phase one in the helping process. A proper assessment will enable the social worker to find out what is the problem really is (Hepworth and Larsen, 2006). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
The ethical principles of beneficence and non-maleficence require that the group leader offers effective and competent leadership. This implies that the leader has the necessary theoretical knowledge of group, has had supervised practice in learning to be become a group practitioner. S54	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Murphy and Dillon (2003), suggests that the importance of producing and maintaining records of social work interventions, processes and outcomes is so that the worker can discuss the course of the relationship with the client. The discussions can range from the first point of contact, the outcomes from the assessment, the progress of the client and where they are now in the relationship. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
During this phase the student concluded the interview. According to Hepworth, (2006), it is appropriate to conclude the interview. Message that is appropriate for ending interview include the following; "I see our time for today is nearly at an end. S7	B	0	1	0	0	1	0	0	0	1	0	0	1	0
Intervention depends on what kind of problem the worker is solving, it can be a supportive, confrontational, and information giving ( Herpworth etc, 2006). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Berker, (2005) the role of leader is powerful one, and the modeling inherent in this is significant factor in promoting a group culture that is respectful of differences and affirming of the equality of those present. S54	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Sutton (1994), states that evaluation is an integral part of social work because it assists with the planning and implementing further intervention. Also, the worker has to constantly evaluate the intervention process to ensure that it is still aligned with the client's needs. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
according to Hepworth, (2006), the goal for structural theory is to strengthen the current family relationship, interaction, and transactional pattern. The structural approach emphasizes the "wholeness" of the family. S12	B	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Kirst-Ashman (2009) narrative recordings are reports that summarize the main issues addressed, plan developed, and results achieved with a client during the intervention. S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
The right to confidentiality is the right to maintain control over information that the group member choose to share and includes the right to privacy (Berker, 2005). Limits to confidentiality in a group apply, for example, when a member's information poses a threat to others within or without the group, or to the member him/herself. S54	D	0	1	0	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Hepworth (2010), terminating the helping process helps to measure the progress of the client system as the client will be faced with letting go of the relationship with the social worker, this may be difficult but for the worker it means planning maintenance strategies and also managing the emotional reaction to the separation. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
according to Hepworth, (2006), interpersonal theory is a crisis emerges and persists when individual's validation is influenced by the evaluation of others, and is dependent on this evaluation. S12	B	0	1	0	0	1	0	0	0	1	0	0	0	0
Evaluation involves assessing the results achieved against the goals that were formulated (Kirst-Ashman, 2009). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
To-establish successful rapport with client systems, the social worker needs to learn how to control his or her involvement with such systems, but still be able to respond with the necessary sensitivity. They need to learn how to make investments in the relationship, without getting subjectively involved Potgieter, (1998). S54	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Hepworth et al (2010), contracts specify goals to be accomplished and the means of accomplishing them, it clarifies the roles of both the worker and the client and they establish the conditions under which assistance is provided. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
Administrative supervision: the primary problem is concerned with the correct, effective and appropriate implementation of agency policies and procedures. The primary goal is to ensure adherence to policy and procedures (kadushin 1992). S14	B	0	1	0	0	1	0	0	0	1	0	0	0	0
Termination refers to the process of formally ending the individual social worker-client relationship (Kirst-Ashman, 2009). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
According to Brennan, two heads are better than one means creating a team of two or more people to facilitate a group. It offers many benefits such as providing more ideas during the preparation for group. This is applicable to co-facilitation in groups in that, it in details the benefits of working in pairs. S54	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Sutton (1994), defines values as the principles for practice guiding the conduct and actions of social workers. It is important to demonstrate social work values while working because it makes easy for clients to tell when a worker is behaving out of conducting. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
Supportive supervisor: the primary problem is worker morale and job satisfaction. The primary goal is to improve morale and job satisfaction (kadushin 1992)workers are seen as facing a variety of job-related stressed which, unless they have helped to deal with them, could seriously affected their work and lead to a less than satisfactory service to clients. S14	B	0	1	0	0	1	0	0	0	1	0	0	0	0
Contracting with clients is intended as a facilitative tool that enables both clients and practitioner to reach agreement about the purpose, focus, and expected outcomes of their work together (Kirst-Ashman,2009). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Hepworth et al, (2006), it is necessary to explore client's problems by eliciting comprehensive data about the person, the problem, and environmental factors involved. Clients need to be engaged successfully by establishing rapport, which reduces the level of threat and gains trust of clients, who recognize that the social worker intends to be helpful. One condition of rapport is that clients perceive a social worker as understanding and genuinely interested in their well-being. S69	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Hepworth et al (2010), defines ethics as expected responsibilities and behaviors as well as prescribed behaviors. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
According to (Hepworth 2005), consultation is a process whereby an expert enables a consultee to deliver services more effective to a client by increasing, developing, modifying, or freeing the consultee's knowledge, skills, attitudes, or behaviour with respect to the problem at hand. Supervisors are responsible for orientating staff to how they can learn through supervision, lines of authority, requirements, and policies of the setting. S14	B	0	1	0	0	1	0	0	0	1	0	0	0	0
Diversity refers to the vast range of differences amongst cultural background, place of origin, age, physical and mental ability, spirituality, values, sexual orientation, and gender (Kirst-Ashman, 2009). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
The social worker needs to learn how to control his or her involvement when dealing with sensitive issues, but still be able to respond with the necessary sensitivity (Potgiter, 1998). According to Hepworth et al (2006) the student must be aware of the diversity of human emotions, identify surface and respond with reciprocal empathy. To establish a good relationship one should stay in touch, respond well to non-verbal messages, making confrontations palatable, handling obstacles presented by clients and managing anger and patterns of violence. S69	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Murphy and Dillon (2003), good supervision parallels a good relationship in several respects. It provides a sustaining environment for learning and growth; it helps potentiate the learner's strengths, skills and development. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Hepworth, (2006), he defines termination as the process of formally ending the individual social worker client relationship. The students told the learners on the first session about the termination, as Hepworth, (2006). says that the notion of ending is often introduced at the beginning of service. S10	B	0	1	0	0	1	0	0	0	1	0	0	0	0
Ethics involves principles that specify what is good and what is bad and clarify what should and	C	0	1	0	0	1	0	0	0	1	0	0	0	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
should not be done. Social workers have a specific code of ethics that is based on professional values (Kirst- Ashman, 2009). S41														
A non-judgmental attitude avoids assigning blame and guilt to any part of a system or pointing to the possible causes of the present situation. Its main aim is to convey a warm and caring atmosphere but should not be construed to mean that social workers do not assist client system to take responsibility for the part they play in their own difficulties (Potgieter, 1998). S69	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Adams et al (2009:186) suggests that the importance of planning and implementing intervention strategies is including the client system to eradicate the “learned helplessness”. Clients do not think or feel like they can have an impact on their situation and that it is their destiny to suffer the “slings of outrageous misfortune”. S3	A	0	1	0	0	1	0	0	0	1	0	0	0	0
Supervisors should evaluate their supervises work in a fair and respectful manner (Kirst- Ashman, 2009). S41	C	0	1	0	0	1	0	0	0	1	0	0	0	0
Davis, (2002) define anti-discriminatory practice as a term used in social work practice to describe how workers take account of structural disadvantages and seek to reduce individuals and institutional discriminatory particularly on grounds of race, gender, disability, social class and social orientation. S69	D	0	1	0	0	1	0	0	0	1	0	0	0	0
Kirst-Ashman (2009), states that learning how to work with clients , examining how to establish a good worker-client relationship is useful. S40	C	0	1	0	0	1	0	0	0	1	0	0	0	0
According to Potgieter, (1998) people are diverse in race, ethnic, and cultural heritage, age, sex, religious affiliation, sexual orientation, class and physical and mental abilities. This means that everyone falls within one or more of these categories of diversity at any given point in their lives. Social workers respect the fact that humans have a choice and that their uniqueness and diversity	D	0	1	0	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
affect the choices they are making. S69														
The student with the children's help moved any obstructions from the floor so that they could form a round big circle. All the materials, which were color. S1	A	0	0	0	0	0	0	0	0	0	0	0	1	0
The student chose this organization firstly because as a social worker you come across challenges and the student enjoys helping other people so the student chose the organization because she wants to help people... S6	B	0	0	0	0	0	0	1	0	0	0	0	1	0
1.1 At meso level I, the student and the co-facilitator needed to form a relationship and gain trust with the learners from Ikwezi Lesizwe primary school, where the student were required to do Health and Wellness awareness. In micro the student was able to build professional relationship with the client. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
Our goal was to choose special school with my co-facilitator, school with learners with physical challenges. We wanted the school because it was going to give us different perspective on how to deal with different learners and the exposure...S45	D	0	0	0	0	0	0	1	0	0	0	0	1	0
pencils, felt pens, crayons and a coloring book. S1	A	0	0	0	0	0	0	0	0	0	0	0	1	0
The school is situated in the community called Khayelitsha. The ethnic make up of khayelitsha is approximately 90.5% Black African and 8.5% coloured and even 0.5% white, with Xhosa being the predominant language of the residents. S6	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Most of the time the activities were drawings, cut and paste the pictures which was what the learners enjoy most. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
..The school have made provision to accommodate all learners from grade one- six. The facilitator will work hand in hand with the group members and educate them using the skills of social work. The other reason why we choose it was that we both like with little children's... S45	D	0	0	0	0	0	0	1	0	0	0	0	1	0
The session was based on playing a couple of songs for the children and asking them what the lyrics meant. S2	A	0	0	0	0	0	0	0	0	0	0	0	1	0
The organisation is a secondary and offers quality education to learners and the main client are scholars from grade tens both female and male learners. S6	B	0	0	0	0	0	0	0	0	0	0	0	1	0
2.1 The triangle assessment showed that the client had developed strengths based on the environment and sort of upbringing from her parents and the relationship she has with her family. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
The name of the school that we are going to facilitate in is called K2 also name as Ikhwezilesizwe. It is situated in Khayelisha opposite the traffic department, Khayelisha is a developing community as it has the basic recourses needs such as water, electricity, contractive roads, schools both high and primary schools, library, clinics, police stations and traffic department and etc. S45	D	0	0	0	0	0	0	1	0	0	0	0	1	0
The radio was on playing a catchy tune called "my God is so big and so mighty' that the children were all singing along to.... S2	A	0	0	0	0	0	0	0	0	0	0	0	1	0
There will be a written contract with the group where they will sign whether they allow the student to continue the meso group and that they will be part of it and work together as a group. S6	B	0	0	0	0	0	0	1	0	0	0	0	1	0
the student use the triangle assessment as a tool to assess the needs of a client and a genogram. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The social work books will be helping in completing tasks. The facilitator will emphasise to the group to participate and to be committed so that their aims and goals of the group can be met. The student will empower and educate the group with knowledge and skills so that they can learn about	D	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
their bodies and become their own heroes one day. S45														
After having a session that did not reach its aims the students discussed the activity for the next session and they asked the teacher if there was anything she wanted the students to do with the children. S2	A	0	0	0	0	0	0	0	0	0	0	0	1	0
As the student mention above that the interview took place at her room. The interview started at 13:00 and ended at 13:20pm. The place that the interview took place was very conducive for the interview. S7	B	0	0	0	0	0	0	0	0	0	0	0	1	0
3.4 The student prepare strategies and techniques that are purposeful to aim the goal[Refer meso-pre planning and meso proposal]. 3.5 The skills that the student implemented on the intervention were communication, listening, and observation skill. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The co-facilitator would like work with closed group the reason being trying to maintain order as if we used open group we think we would not be able to control large number of learners. The facilitator is willingly to work with a group of twenty learners. Although if it may happens that more learners are interested into joining student will accommodate all but, not more than thirty. S45	D	0	0	0	0	0	0	1	0	0	0	0	1	0
The members of the group always interact well with each other accept for the time when they fight because someone stole someone else's paper or one bumped into the other. S2	A	0	0	0	0	0	0	1	0	0	0	0	1	0
During this phase the student and the client exchanged the greeting and established the rapport. The student told the client that what ever discussed in the interview will remain between the two of us (confidentiality). S7	B	0	0	0	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Resources are the tools that can be used to meet clients' needs (Kirst-Ashman, 2009). S41	C	0	1	0	0	1	0	1	0	1	0	0	1	0
The facilitator will evaluate the entire programme combining all the sessions that the group had about learning experiences and what the group have achieve in on the life skills program. S45	D	0	0	0	0	0	0	0	0	0	0	0	1	0
The stakeholders that we invited responded very well to the macro project. S4	A	0	0	0	0	0	0	0	0	0	0	0	1	0
Working phase - In this phase the student and the client conducted an interview based on the triangle framework assessment of the client. The student was asking questions and the client answering.... S7	B	0	0	0	0	0	0	0	0	0	0	0	1	0
4.1 The resources that were going to be utilized during intervention were identified in both meso and macro [Refer meso and macro proposal reports]. 4.2 The student prepares appropriate resources for each and every session [Refer meso report 2, 3, and 4 in functional preparations]. 4.3 While the student was conducting community-based profile they were networking with Khayelitsha voluntary centre, HIV/AIDS unit, and Gender Equity for the resources. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
Its main head office is based in Claremont and they have four satellites which are Michell's plain, Khayelitsha, Vredendal and Beaufort West. In all the satellite we managed to gain our access at Khayelitsha. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
In the macro project group, the chairperson would constantly remind the group members about the day that has been set for termination so that we could prepare for the closing. S4	A	0	0	0	0	0	0	1	0	0	0	0	1	0
The student and the client did set up the goal because the interview was successful and explored the triangle framework assessment for the client. S7	B	0	0	0	0	0	0	1	0	0	0	0	1	0
Exit Level Outcome 5 is about maintaining records of social work interventions which are the reports. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Volunteer centre it has been existing for 31 years, and this is how it began. South Africa's first Volunteer Centre originally Voluntary Aid Bureau) started in Cape Town in 1979, as a project of the International Year of the Child. This office opened in 1980, first organised by volunteers. It soon became clear there was a great need for such a service. The Volunteer Centre team includes a volunteer management committee, paid staff and many wonderful volunteers. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
The members of my mezzo group responded positively to my engagement with them and my macro project group was initially stumped by this concept of human diversity but I think we got the hang of things after we compiled the “resolving group conflict assignment”. S4	A	0	0	0	0	0	0	1	0	0	0	0	1	0
As a group we were assigned with the task of planning, implementing and evaluating a workshop. This report contains a detailed guide as to the proposed workshop we intend to host as a group. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
5.1, 5.2 All of the students reports will be the evidence of meeting these criteria, which is client system’s files, contain all relevant reports. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The main target group of this organisation. All sectors (education, training, health, youth & children, homeless, Faith based, ect. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
During the presentation of our macro social work presentation, my group was able to engage in a discussion with the audience about their views on the issue of volunteering while they are studying. S4	A	0	0	0	0	0	0	1	0	0	0	0	1	0
Our target area will be UWC. Social Work Students on all year levels. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 6 involves evaluating the outcomes of social work intervention strategies, techniques, and processes. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The main type of services offered by this organisation. Recruitment & Referral of Volunteers for Education & Skills development. AIDS & Counselling, Disability & Children, Religious .Youth .	D	0	0	0	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Environmental Health, Recreation & Culture, Emergency Services. Animals etc. S47														
The audience in the workshop responded very well because they participated and they gave us recommendations. S4	A	0	0	0	0	0	0	1	0	0	0	0	1	0
During this visit we were fortunate enough to have met some of these volunteers. We discovered that these volunteers were from overseas and part of an international program the organization was running. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 7 is based on terminating the social work intervention. S41	C	0	1	0	1	0	0	1	0	0	0	0	1	0
The primary service users / clients of this organisation. Community at large mostly youth by empowering them advising them about the bursaries and important school is and elderly by clarifying things for them such as where to apply pension grant. S47	D	0	0	0	0	0	0	1	0	0	0	0	1	0
I learnt that the supervisor is responsible for informing us in the supervision session. S4	A	0	0	0	0	0	0	1	0	0	0	0	1	0
We were assigned to gain entry into an organization called the Volunteer Centre. We were to obtain information regarding the whereabouts of the organization as well as have an interview with one of the heads of the department.... S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
7.1 The termination of service was mutually agreed by relevant parties. In meso level the student produce the group work programme to Ikhwezi Lesizwe primary school which was demonstrating the time frame. With the learners the student make of worm whereby the learners have to colour it after the session, in that they can be able to identify how many days are left for termination. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The organisational structure of the organisation. It has the co-ordinator. project supervisor and management committee from the main branch, full time volunteers. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
In my mezzo group work, I applied my knowledge on how to establish rapport and I used effective communication by introducing myself and my co-facilitator, speaking in a language that everybody could understand and also getting to know everyone. S4	A	0	0	1	0	0	0	0	0	1	0	0	1	0
Organisation & Partnership S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
7.2 In micro the student alert the client before the interview about the duration of the interview. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
The organisation's primary source of funding. They receive money from the Government, Social of Development and (CWY) Canada World Youth. The organisation's primary source of funding. They receive money from the Government, Social of Development and (CWY) Canada World Youth. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Project Communication Strategy. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
7.3 & 7.4 the termination in micro and meso was timeous and realistic, but in macro the group did not plan anything they agree on that day to go at Nompumelelo restaurant. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
The organisation regular has management meetings. Executive meeting - Once a month. Staff meeting - Every two weeks. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Project Time Line. Evaluation. Budget. Gantt Chart. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 8 includes negotiating and utilizing contracts during social work interventions. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
The challenges of the organisation. Resources in term of the venue they do not have enough space and sometimes they have lot of volunteers youth and after sending them from training they do not have enough placement and When a volunteer is not happy with his/her referral. That is then followed up with both parties and the volunteer may choose to go to another project. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
The people who attended the community survey were the social work students of all levels i.e. from first year to fourth years. S9	B	0	0	0	0	0	0	0	0	0	0	0	1	0
8.1 The student did provide the contract in meso while the student was doing group work. In addition, the student can provide project group contracts for participants. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The success of the organisation. Successful youth exchange programme, most of the community members they gain a lot in this program as they help them especially elderly. S47	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Date of the community encounter. Place of the community encounter. S9	B	0	0	0	0	0	0	0	0	0	0	0	1	0
8.2 The student draw and provided contracts to their participants. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
Questionnaire form. S48	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Preparation for the community encounter: Functional preparation: Emotional preparation: Theoretical preparation: Process of the encounter S9	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome9 demonstrates social work values while interacting with human diversity. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
We were going to buy refreshment of biscuits, muffins, snacks and juice. We invited guest from Volunteer Centre at Khayelitsha, HIV/AIDS Unit and Gender Equity Unit from UWC Campus and all levels of social work students. We are going to introduce our topic, let each guest inform the participants about their organisation and what they offer. S49	D	0	0	0	0	0	0	1	0	0	0	0	1	0
The fieldwork programme has been a success for both meso and micro because the student had cofacilitators, so they worked together and planned things together S10	B	0	0	0	0	0	0	1	0	0	0	0	1	0
9.1 The student was able to assess, intervene, strategies and work with diverse clients while the student was facilitating with a group of learners. In micro the student was able to identify her personality that makes it easier for her to know what are the strength and weaknesses. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Challenges: Time management, we did not manage our time in terms of our meeting in most cases we did not meet on exactly time that we agreed on. Related to refreshment we had Disagreement. It took us time to get hold of our guest due to the commitment with their organisation. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Explained - How did you and your co facilitator prepare the group for termination? S10	B	0	0	0	0	0	0	0	0	0	0	0	1	0
9.2 The student was able to demonstrate and being aware of her different viewpoints and values. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
Highlights: I Even though at times we had misunderstanding ^t the end we did manage to overcome our goal. We had an interesting and successful workshop. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Explained - How did the members respond to the termination? S10	B	0	0	0	0	0	0	0	0	0	0	0	1	0
9.3 The student achieved working with a group by understanding and accepting the diversity. S41	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The implementation our workshop works out as we planned from our project proposal especially our topic. In terms of refreshment we did not buy everything we planned to, we change our refreshment on last date. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
Explained - How did you as a student group facilitator personally deal with issues of termination? S10	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 10, which appraises and implement the ethical principles and values of social work. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
No, not all participants that we expected came, we were also looking forward to see all levels of social work. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
If the project did not a limited number for learners and have such a short time for the project, the student would have taken a whole of learners to be involved in the project because the student observed that the school which the learners was in needed help such behavioural problem and	B	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
social problem.														
10.1 & 10.3 the student was able to demonstrate and implement social work values and ethical principles in both micro and meso. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
We did the role of a facilitator, by introducing the questions and 'let the participants interacting, we also brought people together. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
The activity was the group work which we were given by the supervisor. The supervisor gave two paged activity, the first page consisted of 10 questions and the second page consisted of 20 questions. S12	B	0	0	0	0	0	0	0	0	0	0	0	1	0
10.4 The student was able to recognize her personal life experiences and values. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
The role of an expert, we had guest from Volunteer Centre, HIV/AIDS unit and gender equity unit as the expert the community worker supplies the community with information and direct advice across a broad spectrum and he can speak authoratively on these matters. S49	D	0	0	0	0	0	0	0	0	0	0	0	1	0
In this activity I experienced a lot, since in our group we from different cultures and different race. In our group consists of seven members. S12	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 13: Identifying, selecting and implementing various techniques, methods and means of raising awareness. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
We are mobilised people to participate in development efforts or projects, and had a clear view of what participation really means. When we involve people in projects, we allow them in, under certain condition. They also outlined the two view of participation, the first point was that through participation, a solid, local knowledge base was used for development. Empowerment by allowing participants to have decisio nmaking power and make enlightened decisions, if they have correct	D	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
information. S49														
when it comes to cultural issues the activity had a lot of question based on culture and the group members were experiencing a lot about other group member's culture. some of the members in the group did play the role of our professional, in the fact that we observed other group members culture. S12	B	0	0	0	0	0	0	0	0	0	0	0	1	0
13.1 The students were able to plan and facilitate a social awareness workshop. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
The nature of the community encounter was neither a community meeting nor planning meeting. The main purpose of the community encounter was to conduct a survey based on volunteerism at Volunteer Centre at Khayelitsha. The main target was the organisation by the name of Volunter Centre head office in Claremont and branches around Cape Town. The student manages to interview the branch at Khayelitsha. S50	D	0	0	0	0	0	0	1	0	0	0	0	1	0
as a social work student I observed other group members cultures because I may happened in the field your client to be from different culture as your. S12	B	0	0	0	0	0	0	0	0	0	0	0	1	0
13.2 The theme of the project, which was volunteerism, was clearly described. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
Date of the Community Encounter: th The encounter took place on the 05 October 2010. S50	D	0	0	0	0	0	0	0	0	0	0	0	1	0
The personal values; beliefs or stereotype that influence your interaction with your client system on either micro or meso level of social work. The fact that the student believes that valuing the client, respecting the client influenced the interaction with the system on both the micro and meso social work level. S13	B	0	1	0	0	1	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
13.5 The student was able to assist the learners and the students while doing the workshop. S41	C	0	0	0	0	0	0	0	0	0	0	0	1	0
Place of the Community Encounter: It was around the UWC campus, there was not a specific place where people had to go, and the group members approached students on campus especially at our department because our topicjs related to all levels of social work students. S50	D	0	0	0	0	0	0	1	0	0	0	0	1	0
Preparation for session: functional preparation: Emotional preparation: Theoretical preparation. S15	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Exit Level Outcome 21: demonstrates understanding of the roles, functions, knowledge, and skills for effective social work supervision and consultation. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
This encounter was based on the macro community work process where the group members were implementing the plan that has long been structured. The student made used of communication skills while conducting the survey as she had to explain what the survey was about and answered all the questions that the participants had. S50	D	0	0	0	0	0	0	1	0	1	0	0	1	0
The session started at 9:30am. On the arrival of the facilitators met the learners and exchanged the greetings. The facilitator circulated the attendance register where they had to sign next to their names to show that who is present or absent...S15	B	0	0	0	0	0	0	1	0	0	0	0	1	0
In meso the student knew about the age of the learners, and their grades, and the student used listening, communication, and observation skills also in micro. The student would have research enough information before intervening, so that the student can be more competent. It was very interesting to work with a group, and a being able to share the information. It is much easier to work with a group, and the student learns to work with diverse people. The student thinks she was cooperative in a group, because the student was performing every task that was given to her. Learning to be confident while facilitating a group and being informative. Most of the time they	C	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
were attentive. S42														
Confidentiality was one of the professional values used in the community encounter as the student had to assure the participants that the information they give will not be used against them and that their names will not be revealed. S50	D	0	1	0	0	1	0	1	0	1	0	0	1	0
Working phase: For introduction of the topic the facilitator gave them a peer pressure quiz...S15	B	0	0	0	0	0	0	1	0	0	0	0	1	0
The student makes use of library for internet to search for the resources. S42	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The student tried by all means to be open with her co-facilitator if she was treated unfairly to avoid conflict. Smiling, appreciating when someone did good and going to the sessions making appointment with the colleagues and consult whenever she does not understand something. S54	D	0	0	0	0	0	0	1	0	1	0	0	1	0
Termination phase: The session ended at 11:30am, before the session end the facilitators gave the student the evaluation form to fill up....S15	B	0	0	0	0	0	0	0	0	0	0	0	1	0
Keep in contact with people who have experience, so that they can advise. S42	C	0	0	0	0	0	0	1	0	0	0	0	1	0
The portfolio has been structured in a rather easy way which is user friendly to a third part may need to access information. This portfolio contains all the practical work that the student has done during first and second semester practical. The student used the reports, assignments and task that were done during the course of this year, to gather all the evidence. They also were able to achieve most of the evidence by using theories provided by the lecturer and also the skills of social work that was acquired during lab session. S67	D	0	0	1	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Evaluation: Conflict management- the facilitators handled the session very well there was no conflict amongst the students. S15	B	0	0	0	0	0	0	1	0	1	0	0	1	0
Though it was a good experience at some time it was a lot of work. S42	C	0	0	0	0	0	0	1	0	0	0	0	1	0
When going to the portfolio structure, the first part of e–portfolio side is identification, where you find the personal information about the student. Activities you will find all the reports for evidence that is to show the exit level outcomes. Competence the student wrote short description or numbers of exit level outcomes from one to twenty one, on the full description she has identify her associated assessment criteria. Last but not least you can click on reflections tab, and that is where she has written her reflective summary, general overview and reference list. The student has attached her oath taking certificate under transcripts. She wrote her qualifications, goals, interest under those topics. S67	D	0	0	0	0	0	0	1	0	0	0	0	1	0
Evaluation: Group interaction- during the session there was group interaction, all members in the group were participating, other the student were writting the poster and other were cutting up the picture to paste on and other were the talking while others were writing... S15	B	0	0	0	0	0	1	1	0	0	0	0	1	0
EXIT LEVEL OUT COME # 5. The student makes use of theory while she was writing her reports. To engage myself in more reading materials, so that I can be more competent in writing reports. That was the most part the student enjoyed. Writing skills. Writing reports and reflect. Read more articles and papers. S42	C	0	0	0	0	0	1	1	0	0	0	0	1	0
Facilitator has arranged with the teacher to involved children who have learning difficulties, those who are coming from unskilled families and those who are coming from second class —1 families including those who are shy in the class. Based on the information that will be given to teachers student will ask them to select learners according to their different backgrounds. S45	D	0	0	0	0	0	0	1	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Evaluation: Communication- both the facilitators and the students were able to communicate well each other, to an extent that the facilitators gave the students the floor to add to the topic. S15	B	0	0	0	0	0	0	1	0	1	0	0	1	0
EXIT LEVEL OUT COME # 10: Social work values and principles. To practice confidentiality. It was difficult, because the student will forget to apply the ethical principles. Confidentiality. Listen to other people, it is the best skill. Applying and taking the principles and ethical values more serious. S42	C	0	1	0	0	1	0	0	0	0	0	0	1	0
Evaluation: Group norms- one of the norms in the group is the attendance, to an extent that the group is still holding up on that norm, that means that the student are really enjoying the sessions. S15	B	0	0	0	0	0	0	1	0	0	0	0	1	0
EXIT LEVEL OUT COME # 13: The prepare steps and imagine steps. To just do what I think is write and be confident. The student enjoys working with a group and doing the community profile. On how to organize and conduct a workshop. Organizing and thanking guest in our workshop. Cooperating with the group members. S42	C	0	1	1	1	0	0	1	0	0	0	0	1	0
Evaluation: Group roles- each member in the group is playing up his/her by participating in the making of poster. S15	B	0	0	0	0	0	0	0	0	1	0	0	1	0
EXIT LEVEL OUT COME # 21. Consultation. To consult if the student is unsure and asks question on supervision. The supervisor was very helpful and willing to help. Being patient and have a passion. Using the supervisors advises. Using the opportunity to ask if I do not. S42	C	0	0	0	0	0	0	1	0	1	0	0	1	0
Evaluation: Growth or changes- the facilitators noticed that the group is really growing because one of the students from their class joined the group. S15	B	0	0	0	0	0	0	1	0	1	0	0	1	0
2.7 The student with her co-facilitator did propose schedule and group work program that they were going to follow throughout their session. S61	C	0	0	0	0	0	0	0	0	0	0	0	1	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
3.3 The student used Volunteer pamphlet which was based on our project. S61	C	0	0	0	0	0	0	0	0	0	0	0	1	0
3.7 The student used social work tools by conducting her survey. S61	C	0	0	0	0	0	1	0	0	0	0	0	1	0
She refers her client to a Psychologist as she was placed in special school where they have school psychologist, social work, physiotherapy. Her supervisor also advice her to goggle information about meningitis. S62	C	0	0	0	0	0	0	1	0	1	0	0	1	0
1.2 Social Work principles are implemented as guidance to how a worker should treat his/her clients these principles assist with the helping relationship process. The principle implemented in a micro, meso, and macro level was being genuine and showing empathy and self determination during interaction with client system. S41	C	0	1	0	1	0	0	0	0	1	0	0	1	0
To assess whether participations are still motivated to attend the group session the student would to use observation skills and also make sure that the group members are asked questions after every session as to know how they felt. S6	B	0	0	1	0	0	0	0	0	0	0	0	1	0
Our long term goal is to make the given children gain confidence because most children's that are put in such programs are those who either make noise or having learning challenges in the class. S45	D	0	0	1	0	0	0	0	0	0	0	0	1	0
Within this report we will aim to demonstrate what procedures and steps we intend to employ and resources we intend to network with in order for this proposed workshop to materialize successfully. S8	B	0	0	1	0	0	0	1	0	0	0	0	1	0
The objectives of the group would be to use life skills and the sports activities to achieve our goal as the group. S45	D	0	0	1	0	0	0	1	0	0	0	0	1	0
Elo 1- develops and maintains professional social work relationships with client system. S2	A	0	1	0	0	1	0	0	0	0	0	0	1	0
The social work skills helped the student very well in order to achieve the session; the student used	B	0	1	1	0	1	0	1	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
skill which is listening attentively, and the principle which is non-judgemental. S7														
Eye Contact- Eye contact is important when establishing rapport with clients, because when your head is straight and facing clients during interviews it shows to them that they are important and that you are listening to what they are saying. S40	C	0	1	0	0	1	0	1	0	0	0	0	0	0
1.1 The student was competent in gaining entry of client system. S43	D	0	0	1	0	0	0	0	0	0	0	0	0	0
Asc 1.1- professional relationships are purposely founded on knowledge of and insight into the nature of client system and their dynamics. S2	A	0	1	1	0	1	0	0	0	0	0	0	1	0
This project is based on Normative Needs as this was an assigned task. We did not initiate the process. S8	B	0	1	1	0	1	0	0	0	0	0	0	1	0
Attentive Listening- Listening is also a very important skill, because it shows that you are willing and committed to the client. S40	C	0	1	1	0	1	0	0	0	0	0	0	1	0
1.2 The student followed the theoretical strategies on how to apply principles of social work such as non-judgmental and respecting for diversity. S43	D	0	0	1	1	1	0	0	0	0	0	0	0	0
I would not have done anything differently for both the mezzo and macro group because everything was done according to the book. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
As a group we recognized the need for more local volunteers when we engaged with the volunteer centre. If there is no one bringing forth a degree of awareness regarding this need, we will experience a great lack in future where volunteers are concerned as they serve as a great support system for Social Workers. S8	B	0	0	1	0	0	0	0	0	0	0	0	1	0
Facial Expressions- Facial movements and expressions provide an excellent means of communication. A furrowed brow may suggest intense concentration, hesitation, or concern. A casual smile may indicate pleasure and warmth. S40	C	0	1	1	0	1	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
1.3 The student did ethical parameters by using confidentiality and respect, while interviewing the client. Evidence page one on that report. S43	D	0	1	1	0	1	0	0	0	0	0	0	0	0
I think I did well in keeping the client involved and informed. This maintained the client's interest and contribution in the process. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
As a group we recognized the need for more local volunteers when we engaged with the volunteer centre. If there is no one bringing forth a degree of awareness regarding this need, we will experience a great lack in future where volunteers are concerned as they serve as a great support system for Social Workers. S8	B	0	0	1	0	0	0	0	0	0	0	0	1	0
The students strengths from these listed above is that she likes smiling and that makes people to feel more welcomed and to open up easily. Smiling to people it shows a positive side that you being approachable and being warm to others. The other strength that the student has is that she is a good listener and could make her to be able to build relationship with the clients easily. Listening only to what the person wants to say can be a solution, even though sometimes we do not have a solution to each and every problem that arise, but listening could be what the client wanted someone to talk to. S40	C	0	1	1	0	1	0	0	0	0	0	0	1	0
1.4 The student used conducive venues while interviewing her client. Evidence page on attachment of 1.2 on page three. S43	D	0	0	1	0	0	0	0	0	0	0	0	1	0
The student then started to use something called self-talk, telling herself that she can handle this crowd and the children love her. S1	A	0	1	1	0	1	0	0	0	0	0	0	0	0
A survey is a systematic inquiry of perception or attitude about strengths, resources, and assets, gap in services, needs, or issues affecting a community or neighborhood. S9	B	0	1	1	0	1	0	0	0	0	0	0	0	0
3.7 The theory that the student consulted was an appropriate tool in terms of communication. S41	C	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
2.1 The student interviewed a client and assess need and strength. See attachment on that report. S44	D	0	0	1	0	0	0	0	0	0	0	0	1	0
The session achieved its aims for the week. The children were able to share amongst each other; they were able to relate to the whole concept of sharing. S1	A	0	1	1	0	1	0	0	0	0	0	0	1	0
Theoretically, I prepared by consulting Brueggermann, (2006), on surveys, he is saying that surveys ask specific question, however, they are limited in the depth of responses you may receive, therefore they are the best used when you want to narrow down/fssues, ask respondents to rank the importance of particular concerns, or give you an indicator of a range of preference among items. S9	B	0	1	1	0	1	0	0	0	0	0	0	1	0
Exit Level Outcome 4 is based on accessing and utilizing resources that are appropriate to client systems 'needs and strength. S41	C	0	1	0	0	1	0	0	0	0	0	0	1	0
2.2 The student was competed by having a theme related to client's needs. Evidence on page three. S44	D	0	0	1	0	0	0	0	0	0	0	0	1	0
This session had no particular educational end to it. It was more of a moral related theme that the co-facilitators were going for. S2	A	0	0	1	0	0	0	0	0	0	0	0	0	0
The community encounter did achieve the aims because the target audience which the students interviewed did attend the workshop. In to achieve this community encounter we used skills like, interviewing skill, which are eye-to eye contact, and the language. S9	B	0	1	1	0	1	0	0	0	0	0	0	1	0
6.1 On micro level the student was able to evaluate intervention strategies and techniques. On Macro level the student has to evaluate the project outcomes that the student was involved in. S41	C	0	0	1	0	0	0	0	0	0	0	0	1	0
2.3 The student is competent in using social work tools such as genogram. Evidence, on the last page. Refer to attachment of 2.1. S44	D	0	1	1	0	1	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
For my mezzo group I used the principles of social work that state that the worker should indicate to the client the number of sessions left before termination. S4	A	0	1	1	0	1	0	0	0	0	0	0	1	0
Personal strengths: Being a good listener, having communication skills, being open to the clients contributed to the interaction with the clients. Understanding the client's situation and putting you in the clients shoes contributed in the interaction with the client because it made the student see and understand the clients' situation or problem very well. S13	B	0	0	1	0	0	0	0	0	0	0	0	1	0
6.2 The student have used evaluations purposefully on the implementation of on-going process, where the student has made recommendations on macro, and areas that acquire further development on micro. S41	C	0	0	1	0	0	0	0	0	0	0	0	1	0
2.5 The student was competent in achieving this as holistic includes everything. Evidence on page three of attachment 2.2. S44	D	0	0	1	0	0	0	0	0	0	0	0	1	0
The student learnt that when working with little children, the interaction with other personalities, the learning to give and take and the yielding in good spirit to the majority is far more creative experience than learning a specific skill for this age group. (Tassoni and Hucker, 2000). S2	A	0	1	1	0	1	0	0	0	0	0	0	1	0
Now that the students are at the adolescent stage so peer-pressure is really affecting them. "According to Louw et al, adolescent start at the age of 17-20 years". So in this stage peer group pressure, because of certain attitude of, and pressures from the peer group, adolescents may be under the impression that they are not 'normal' if they are not sexually active. They therefore become sexually active to be accepted by the peer group. S15	B	0	1	1	0	1	0	0	0	0	0	0	1	0
6.3 The student has the capacity for self- awareness and reflection, because the student was able to demonstrate evaluation. S41	C	0	0	1	0	0	0	0	0	0	0	0	1	0
2.6 The student was competent in mutual agreement by having a contract with learner. Evidence,	D	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
the last page there is a contract. S44														
This showed that the facilitators had not considered the age of the group participants, which was a very crucial element to goal attainment: the activity must be ageappropriate for the aims to be achieved, this is according to Tassoni and Hucker (2000). S2	A	0	1	1	0	1	0	0	0	0	0	0	1	0
Competencies for Exit Level Outcomes (S16-S27)	B	0	0	1	0	0	0	0	0	0	0	0	1	0
21.1 The student was able to identify the roles of the supervisor through the assignment that was given. S41	C	0	0	1	0	0	0	0	0	0	0	0	1	0
2.7 The student with her co-facilitator did propose schedule and group work program that they were going to follow throughout their session. Evidence, page four to six on attachment of 2.2. S44	D	0	0	1	0	0	0	0	0	0	0	0	1	0
1.1 the student is competent in this associate assessment criteria (aac). S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
According to Hepworth (2006), client systems include those people who are requesting a change, sanction it, are expected to benefit it, and contract to receive it. The student was competent on achieving associated criteria 1.1, (the evidence is support by proposal report.) S16	B	0	1	1	0	1	0	0	0	0	0	0	1	0
21.7 Student was also able to utilize supervision effectively. S41	C	0	0	1	0	0	0	0	0	0	0	0	1	0
3.1 The student was competent in implementing plans with her group members related to UWC community. S46	D	0	0	1	0	0	0	0	0	0	0	0	1	0
1.2 The student has achieved competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
1.1. The student was competent on achieving associated criteria 1.2, the student implemented the social work principles at a mezzo level when the student was facilitating a group at Bulumko secondary school, (and evidence is supported in proposal report.). S16	B	0	0	1	0	0	0	0	0	0	0	0	1	0
The student has used communication, probing, and listening skills. They would have tried to open up so that the clients feel free to express their feelings. S42	C	0	1	1	0	1	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
3.2 The student used guideline question to follow to achieve goals. S46	D	0	0	1	0	0	1	0	0	0	0	0	1	0
2.1 The student is competent in this aac because she was able to work individuals without quarreling and this could only have been achieved through the acceptance of diversity. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
1.2. The student was competent on achieving associated criteria 1.3, because the co-facilitators negotiated the programme that were proposing to do at Bulumko Secondary School with the Life Orientation teacher, when the facilitators told the teacher about who are we and what we wished to do with her learners at her opposing to just getting in through contact, and the (evidence on pre-planning report.). S16	B	0	0	1	0	0	0	0	0	0	0	0	1	0
The student enjoyed working with the group of learners, and enjoying their company. How to build a relationship. S42	C	0	0	1	0	0	0	0	0	0	0	0	1	0
3.3 The student used Volunteer pamphlet which was based on our project. S46	D	0	0	1	0	0	1	0	0	0	0	0	1	0
2.2 The student has met this criterion with regards to the use of the Triangle of Assessment. The evidence provided for this Aac demonstrates the student assessing the levels of stimulation of the group for the mezzo social work. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
1.3. The student was competent on achieving associated criteria 1.4, because the co-facilitators their school was situated in Khayelitsha, and (the evidence on proposal report.). S16	B	0	0	1	0	0	0	0	0	0	0	0	1	0
The activities that the student had plan for the learners, and they were able to grasp the lesson. S42	C	0	0	1	0	0	0	0	0	0	0	0	1	0
3.4 The student has achieved her goals with group members. S46	D	0	0	1	0	0	0	0	0	0	0	0	0	0
The triangle assessment states that stimulation is facilitating the child's cognitive development by means of interaction and child's play.S3	A	0	1	1	0	1	0	0	0	0	0	0	1	0
2.1 The student was competent on achieving associated criteria 2.1, because the student analyzed planning report, evidence pre-planning report). S17	B	0	1	1	0	1	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
The student should let the client decide for themselves, so that they can grow and being independent. S42	C	0	0	1	0	0	1	0	0	0	0	0	0	0
3.5 The student is competent in using interviewing skills. S46	D	0	0	1	0	0	0	0	0	0	0	0	0	0
2.3 The competency of this aac has been achieved. The tools that have been used have been taken from Potgieter (1998) as presented in the evidence. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
2.2 The student was competent on achieving associated criteria 2.2, the student used triangle assessment framework to support the client needs and strength. According to department of health, a framework assessment requires a thorough understanding the developmental needs of children, the capacities of parents or caregivers to respond appropriately to those needs, and the impact of wider family and environment factors on parenting capacity and children, (evidence micro report 3.). S17	B	0	1	1	0	1	0	0	0	0	0	0	1	0
The student applied knowledge of planning and organizing, so that the intervention can become successful. The student would have look for more resources so that the intervention can be successful and competent. It was difficult if the student went to meet the clients without the preparations. S42	C	0	1	1	0	1	0	0	0	0	0	0	1	0
3.6 The student is competent in using theoretical appropriate. S46	D	0	0	1	0	0	0	0	0	0	0	0	0	0
2.4 The student has not been able to achieve competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
2.3 The student was competent on achieving associated criteria 2.3; the student conducted an interview skill to demonstrate the use of appropriate social work tool, (evidence micro process report 3.). S17	B	0	1	1	0	1	0	0	0	0	0	0	1	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Establishing rapport, respect a person. Facilitating a group, the group was responding and show interest. Being prepared and have enough information. They were able to listen at what I was saying. S42	C	0	0	1	0	0	0	0	0	0	0	0	1	0
3.7 The student used social work tools by conducting her survey. S46	D	0	0	1	0	0	0	0	0	0	0	0	1	0
2.5 Student has not been able to achieve competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
2.4 The student was not competent on achieving associated criteria because the student and the co-facilitator did not have any conflict, (evidence session 3 mezzo reports.). S17	B	0	0	1	0	0	0	0	0	0	0	0	0	0
Our goal was achieve and our objectives was met. S49	D	0	0	1	0	0	0	0	0	0	0	0	0	0
2.6 The student was able to achieve competency for this aac because in order to come to mutually agreed upon goals she first discussed it with the client system, as demonstrated by the evidence. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.4 The student was competent on achieving associated criteria 3.4, because on the community based project the student had to have goal to achieve the project, (evidence group proposal report.). S18	B	0	0	1	0	0	0	0	0	0	0	0	0	0
EXIT LEVEL OUT COME # 7: The client should be alert about the duration of the intervention. To leave the knowing that he/she can function alone. It was very good the student enjoy the termination parties. On how to organize termination. Organizing termination party for the group. Appropriate in addressing the end of intervention. S42	C	0	1	0	0	1	0	0	0	0	0	0	1	0
We will do add more money, have more guests and invite social work students on time. S49	D	0	0	1	0	0	0	0	0	0	0	0	0	0
2.7 The student is competent in this aac because she has been able to clearly record processes of the group sessions. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.5 The student was competent on achieving associated criteria 3.5, because when the student was	B	0	1	1	0	1	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
compiling a community survey used interviewing skills, (evidence macro social work process report.). S18														
We recognized the need to bring awareness amongst people and we figured that there is no better place to start then on campus with the Social Work students. S8	C	0	0	1	0	0	0	0	0	0	0	0	0	0
Communication skis by informing, empowering and educating participants in our workshop. S49	D	0	1	1	0	1	0	0	0	0	0	0	0	0
3.1 The student is competent in this task, the evidence proves planning that has considered the social systems that may impact on the client system's functioning. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.6 The student was competent on achieving associated criteria 3.6, because the theory guided the student in the interview for community survey, (evidence macro social work process report.). S18	B	0	0	1	0	0	0	0	0	0	0	0	0	0
Listening skills, "Good listeners are good catchers because they give their speakers a target and then move that target to capture the information that is been sent". S49	D	0	1	0	0	1	0	0	0	0	0	0	0	0
3.2 The student is competent for this aac. The student along with her project group has based the plans for their intervention on solid assessment that was accumulated during a organization profile that the group conducted. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.7 The student was competent on achieving associated criteria 3.7, because the student did use the social work skills, and data such as skills and techniques (evidence macro social work process report.). S18	B	0	0	1	0	0	0	0	0	0	0	0	0	0
Observational skills we did that by watching participants interacting on our question and giving us feedback. S49	D	0	1	1	0	1	0	0	0	0	0	0	1	0
3.3 Student has reached capability for this aac, as the evidence demonstrates the fact that students do not offer their services for free instead people from other countries are coming in to assist the less fortunate in our own country. This was the reason for the intervention: to encourage more	A	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
volunteerism amongst South Africans, but more especially social work students. S3														
4.1 The student was competent on achieving associated criteria 4.1; because the utilized the needs and strength based on the workshop, (evidence is supported on group proposal report.). S19	B	0	0	1	0	0	0	0	0	0	0	0	0	0
The student can confidently state that the community encounter richly achieved its intended aim or outcome. S50	D	0	0	1	0	0	0	0	0	0	0	0	0	0
3.4 The student has reached full competency for this aac. The intervention strategies were focused on goal attainment, proof is in the evidence. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
4.3 The student was competent on achieving associated criteria 4.3 the students had an organization which is volunteer centre in Khayelitsha, (evidence is supported on community profile report.). S19	B	0	0	1	0	0	0	0	0	0	0	0	0	0
The ELO achieved was ELO 4, to access and utilise resources appropriate to client systems' needs and strengths. The Associated Assessment Criteria is AACs 4.3, networking with resources and organisation is linked directly to the needs of client systems. The reason was that the student has in indeed catered for the people's needs. S50	D	0	1	1	0	1	0	0	0	0	0	0	0	0
3.5 The student has achieved stringent competency for this aac. In the project group, the student had to negotiate entry into an organization by the name Volunteer center, conduct an interview with relevant personnel, plan a workshop to present the findings from the community profile and inite stakeholders to attend the workshop. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
5.1 The student was competent on achieving associated criteria 5.1, because by following the given procedures, which include the accepted on writing reports and submitting the reports on the agreed time, (evidence on my cover pages). S20	B	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Recommendations: There is not much to say apart from the fact this part of the work should perhaps be done earlier in the year. As it was very chaotic that every person wanted to do their questionnaire in one day, plus all student are moving towards exams and it is very likely that the level of excellence in terms of research could be compromised. So the program director should consider doing community based work during the third term so that people won't panic as they are all thinking about exams. S50	D	0	0	1	0	0	0	0	0	0	0	0	1	0
3.6 Student is not entirely competent in this aac because intervention strategies and techniques were applied but it was not in accordance with corresponding theory. The theory that was supposed to be applied for the project was pluralist community theory, which suggests that everyone in the community should be liable for the decisions made and that the power should not belong to a minority but the whole community at large. S3	A	0	1	1	0	1	0	0	0	0	0	0	1	0
5.2 The student was competent on achieving associated criteria 5.2, because when it was stated that we should submit reports by our supervisor, the student would follow the outline and hand in the report, (evidence view all my reports.). S20	B	0	0	1	0	0	1	0	0	0	0	0	1	0
4.1 & 4.3 The student was competent in assess and utilize resources by writing assessment test that she wrote. S51	D	0	0	1	0	0	0	0	0	0	0	0	1	0
3.7 Competency for this aac has been exceptionally attained. The student in her project group has shown good communication with both the Volunteer center and the stakeholders that were invited. Also, the student has engaged in various roles of social work such as an educator, initiator, mobilizer, facilitator and mediator. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
6.1 The student was competent on achieving associated criteria 6.1, the evaluation form, the facilitators used them to rate our sessions and whether they were being satisfactory. According to Hepworth, (2006), evaluation, by comparison, assesses the effective of the intervention in relation to the goal, evidence mezzo termination.). S21	B	0	1	1	0	1	0	0	0	0	0	0	1	0
4.2 The student achieves this exit level outcome last year with her mentee. She refers her client to a Psychologist as she was placed in special school where they have school psychologist, social work, physiotherapy. Her supervisor also advice her to goggle information about meningitis. S51	D	0	0	1	0	0	0	0	0	0	0	0	1	0
4.1 Competency has been achieved. the student provides evidence that shows the resources that she provided for an activity with the mezzo group. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
6.2 The student was competent on achieving associated criteria 6.2, because as the co-facilitators were giving the participants a chance to evaluate the sessions, the aim was to see the purposeful bases of planning, terminating and implementing of ongoing service, (evidence termination report.). S21	B	0	0	1	0	0	0	0	0	0	0	0	1	0
5.1 The student was extremely competent on submitting on time. Evidence of the register from the student supervisor. S52	D	0	0	1	0	0	0	0	0	0	0	0	1	0
4.2 Student has achieved competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
6.3 the student was competent on achieving associated criteria 6.3, because here the student got to reflect how the student have grown academically by learning social work skills, values and theory and how the student integrated these in my work in practice, (evidence mezzo self evaluation report.). S21	B	0	1	1	0	1	0	0	0	0	0	0	1	0
5.2 The student was competent in following outlines. S52	D	0	0	1	0	0	0	0	0	0	0	0	0	0
4.3 The student has been able to achieve competency in this aac. the evidence has been provided in	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
the activity tab. S3														
7.2 According to Hepworth, (2006), he defines termination as the process of formally ending the individual social worker client relationship. The student was competent on achieving associated criteria 7.2, (evidence mezzo termination report). S22	B	0	1	1	0	1	0	0	0	0	0	0	0	0
5.3 The student was competent on using theory. S52	D	0	0	1	0	0	0	0	0	0	0	0	0	0
5.1 Student's competency for this aac has been obtained. The student has been able to present her reports on time in the required format. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
7.3 The student was competent on achieving associated criteria 7.3, because as a facilitator's mezzo social work project was based on health and wellness, our goal was to mostly teach the learners about the issues of diversity, peer-pressure and anger management. And here the learners mentioned that they learned new things that they never knew, (evidence evaluation form). S22	B	0	1	1	0	1	1	0	0	0	0	0	0	0
6.1 The student was competent in evaluating the session and client strength. Evidence on that attachment, page four to five. S53	D	0	0	1	0	0	0	0	0	0	0	0	0	0
5.2 The student is competent in this aac. The student has drafted and submitted (on agreed upon time) that outlines the main activity for the intervention, which was a survey. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
8.1 According to Hepworth (2006), a contracting client is intended as a facilitative tool that enables both client and practitioner to reach agreement about the purpose, focus and expected outcomes. The student was not competent enough to achieve associated criteria because the student did not include responsibilities and expectations, (evidence agreement contract.). S23	B	0	1	1	0	1	0	0	0	1	0	0	0	0
6.2 The student was competent planning for the next session. S53	D	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
5.3 Student has achieved competency for this aac, the evidence is provided in the activity tab, it is an evaluation report for the macro social work project group. this demonstrates the procedure used while writing the report. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
8.3 The student was competent on achieving associated criteria 8.3, because contract was used as a guideline of how the group members here to treat each other and to remind them the group norms, (evidence agreement contract.). S23	B	0	0	1	0	0	0	0	0	0	0	0	0	0
6.3 The student managed to evaluate herself. S53	D	0	0	1	0	0	0	0	0	0	0	0	0	0
6.1 The student has demonstrated adequate competency for this aac. The evidence is provided in the evaluation form taken from the mezzo project in the first semester. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
9.1 The student was competent on achieving associated criteria 9.1, (evidence on self evaluation report). S24	B	0	0	1	0	0	0	0	0	0	0	0	1	0
The social work student is a Tsonga speaking and my group members that I was facilitating and my co-facilitator there were Xhosa speaking that makes them different to me when it comes to language, but that does not make them different to me because of the race that they belong to as a social work student still needed to treat them with respect, dignity and worthy and not being judgmental to them. S54	D	0	0	1	0	0	0	0	0	1	0	0	1	0
6.2 The student has achieved competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
9.2 The student was competent on achieving associated criteria 9.2, because of our different background and diverse group, the student respected the fact that we were going to have different values and that the student was not going to challenge them as of why they are different just as long as they had the same or rather similar understanding, (evidence critical journal.). S24	B	0	1	1	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Some of the group members belong to a different religion as mine, but that does not make them any less people or make me less. The social work student also has to respect their religion and what they believe in. The stereotypes were that Coloured people drinks a lot and love making noise, and for Xhosa people they do not respect other people. S54	D	0	0	1	0	0	0	0	0	1	0	0	0	0
6.3 the student is competent in the achievement of this aac. Through evaluation and reflection, the student has been able to identify both her professional and personal development. Evidence provided in the activities tab. S3	A	0	0	0	0	0	0	0	0	0	0	0	1	0
9.3 According to Potgieter (1998), a value have way to deal with peoples' principles' individuals social work aim to treat people as unique individuals. The student was competent on achieving associated criteria 9.3, because my group members were different, we respected that the fact and understood it which made it easier for us to understand each other and diverse group we were, (evidence critical journal.). S24	B	0	1	1	0	1	0	0	0	1	0	0	1	0
Coercion and manipulation of members can occur, and group pressure towards conformity can conflict with the ethical principle of autonomy and self determination. Group pressures can be very powerful, overriding individual morals and beliefs. While the, emphasis in groups should be on mutual aid, interdependence and group problem solving, undue pressure on members may occur. S54	D	0	1	0	0	1	0	0	0	0	0	0	0	0
7.1 The student along with her project group has followed the guidelines of termination through the integration of theory. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
10.1 The student was competent on achieving on associated criteria because the student mostly used the principle of respect, (evidence micro social report 1). S25	B	0	0	1	0	0	0	0	0	0	0	0	1	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Safeguarding group psychological health: The leader needs to be protective of the group, especially regarding the vulnerability inherent in early disclosure of members before the group has attained sufficient trust and cohesion. S54	D	0	1	1	0	1	0	0	0	0	0	0	0	0
7.2 Student has achieved great competency for this aac. The evidence elaborates further. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
10.4 The student was competent on achieving associated criteria because here the student it is where the student reflected her values, (evidence micro social work report 1). S25	B	0	0	1	0	0	0	0	0	0	0	0	1	0
Protection of group members: The leader is responsible for protecting group members through confidentiality, adhering to informed consent, allowing freedom to withdraw from the group. S54	D	0	1	1	0	1	0	0	0	0	0	0	0	0
7.3 Competency for this aac has been achieved. Evidence found under activity tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
13.1 The student was competent on achieving associated criteria 13.1, because as a group we used community survey as the technique of means of raising awareness, (evidence macro social work process report.). S26	B	0	0	1	0	0	0	0	0	0	0	0	1	0
Informed consent involves leaders making members aware of their rights and obligations and ensuring that the information offered is clearly understood by the members. S54	D	0	1	1	0	1	0	0	0	0	0	0	0	0
8.1 The skill for this aac has been achieved. The student was able to utilize a group contract during her mezzo social work intervention. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
13.2 The student was competent on achieving associated criteria 13.2; the topic of our workshop was based on volunteerism among social work student, (evidence macro group proposal report.). S26	B	0	0	1	0	0	0	0	0	0	0	0	1	0
While ethics are concerned with norms of conduct and the morality of individuals, human rights are concerned with internationally agreed upon principles and legal frameworks for protecting individual and groups against action that interfere with fundamental human freedoms, equality and	D	0	1	1	0	1	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
dignity. S54														
8.2 Competency has been achieved by the student. The student was able to implement the rules that had been drafted in the contract in the classroom during the mezzo intervention with Campus Kids in the first semester. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
13.4 The student was competent on achieving associated criteria 13.4, because the practice that we have used was conducting a workshop, (evidence macro group report.). S26	B	0	0	1	0	0	1	0	0	0	0	0	0	0
What would have the student done differently: She should have prepare herself more on theoretical process, not taking anything personally and learn. S54	D	0	0	1	0	0	0	0	0	0	0	0	1	0
8.3 The student has not acquired full competency for this aac because the contract was between the student, her co-facilitator and the children from Campus Kids. The student and her co-facilitator could not enforce strict enough measures to esure adherence to the contract because the clients were between the ages of four and five. S3	A	0	0	1	0	0	0	0	0	1	0	0	1	0
13.5 The student was competent on achieving associated criteria 13.5, because as a group we had to include a theory in order to enhance our self esteem in order to achieve our workshop, (evidence community profile report.). S26	B	0	0	1	0	1	0	0	0	0	0	0	1	0
Area requiring development: Presentation skills, providing more evidence and applying theory into practical especially when given assignments, tests and in lab session made more use of the supervisor. S54	D	0	1	1	0	1	0	0	0	0	0	0	0	0
9.1 The student has been able to achieve competency for this aac. the evidence can be found under the activity tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
21.1 The student was competent on achieving associated criteria 21.1; the student was able to tell the difference and the role of a supervisor, (evidence supervision assignment 1). S27	B	0	0	1	0	0	0	0	0	0	0	0	0	0
It has appeared that social work level at Micro and Mezzo level is of paramount importance in the field of social work as a whole. As a social work student personally I say that doing practical's in group work it is of great importance, because as a social worker to be it is going to be a useful tool which can help people deal with their problems. It is also very crucial know the values and principles of social work, understand and accept the diversity, using the strength based approach of your client. S54	D	0	1	1	0	1	0	0	0	0	0	0	0	0
9.2 Through resolution of group conflict, the student is able to achieve competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
21.7 the student was competent on achieving associated criteria 21.7, the supervisor will make comments when marking our report and the student will make that she makes correction on the next report, (evidence all my marked report). S27	B	0	0	1	0	0	1	0	0	0	0	0	1	0
7.1 The student mutually agreed with the learner's parents that she will terminate on the eight sessions. S55	D	0	0	0	0	0	0	0	0	0	0	0	1	0
9.4 Student has achieved competency for this aac. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
Reflections for Exit Level Outcomes (S28-S39)	B	0	0	1	0	0	0	0	0	0	0	0	1	0
7.2 The student was good in using caterpillar as a termination preparation for learners after every session. S55	D	0	1	1	0	1	0	0	0	0	0	0	0	0
10.1 The student has competently achieved this aac. The evidence portrays the student's awareness and knowledge of social work principles and values when interacting with the client system. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
<p>What would you have done differently?</p> <p>I would not have done anything different as I learnt a lot and had challenges before we negotiate our way to Bulumko secondary school. S28</p> <p>Focus more on how to explore clients on an individual level which is micro level. S29</p> <p>I would have implemented more planning and techniques skills. S30</p> <p>Focusing more on linking the client system with material they could have used throughout their lives, for example a dictionary. S31</p> <p>I would have not done anything differently. S32</p> <p>Learning and applying more evaluating skills. S33</p> <p>Nothing, as I believed that we handled it well. S34</p> <p>Nothing. S35</p> <p>I believe that I did my best in embracing diversity. S36</p> <p>By being ethical and by using social work values that were professional and fair to group members. S37</p> <p>Nothing, because everything went according to plans. S38</p> <p>Nothing, because the supervisor was good. S39</p>	B	0	0	1	0	0	0	0	0	0	0	0	1	0
7.3 The student managed to achieve all her goals with learners and her plans for giving certificates. S55	D	0	0	0	0	0	0	0	0	0	0	0	1	0
10.4 The student has not been able to demonstrate this in any of her reports therefore this renders her incompetent for this assessment associate criteria. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
<p>Where and how do you think you should improve or develop further?</p> <p>I think I should improve on using social work terms. How did people respond to you? The teachers responded in a positive way. S28</p> <p>Polishing up my assessment skills and knowledge. S29</p> <p>Knowledge of implementing more theory in my planning by consulting more books. S30</p> <p>in the ability of sometimes listening the client when communicate needed resources by not always utilizing resources based on assuming. S31</p> <p>I am satisfied with my progress here, so nowhere. S32</p> <p>I think I evaluated well, as I could evaluate what we did, where we went wrong and how to rectify things in our next sessions for improvements. S33</p> <p>I am satisfied with how I handled termination. S34</p> <p>To learn more about different types of contracts. S35</p> <p>Learning more about other people's culture and the values and how they differ or similar. S36</p> <p>In knowing more social work values and principle. S37</p> <p>Everything is fine. S38</p> <p>Everything is good. S39</p>	B	0	0	1	0	0	0	0	0	0	0	0	1	0
13.1 The student has achieved competency for this aac, the evidence can be accessed under the activities tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
<p>what areas requires further development? Learners did not understand some other concepts mentioned by the students so every time the student the student had to explain what they mean and also learners were not familiar with other activities such as ice breakers so it was difficult for them to adapt. S11</p>	B	0	1	1	0	1	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
7.4 The student was competent in evaluating the learners by doing facial expression. S55	D	0	0	1	0	0	0	0	0	1	0	0	1	0
13.2 The student was able to achieve competency for this aac as well. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
The student will also respect the feeling of the client, values and their culture as they have risk their selves into being part of a group where they will sometimes expose their personal issues. S6	B	0	0	1	0	0	0	0	0	1	0	0	0	0
8.1 8.2 & 8.3 The student has managed to do concern forms for the parents of the learners and the contract and conditions of the project. S56	D	0	0	1	0	0	0	0	0	0	0	0	1	0
13.4 the student is competent in this aac, she has been able to engage clients in reflective discussions regarding the impact of oppressive forces in their lives. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
Being a good listener, having communication skills, being open to the clients contributed to the interaction with the clients. S11	B	0	1	1	0	1	0	0	0	1	0	0	1	0
9.1 The student was competent in accepting the diversity of Xhosa speaking learners, using simple English to incorporate learners and to create a conducive learning environment. S57	D	0	0	1	0	0	0	0	0	1	0	0	0	0
13.5 The student has reached competency for this acc by being an educator. this is demonstrated in the evidence found under the activity tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
Competencies is the most thing that is most required to be put into consideration, by delivering the goods and services to the client system, willingness to help the client to achieve its goals. S11	B	0	0	1	0	0	0	0	0	0	0	0	0	0
9.2 The student was competent in own value and client's value. S57	D	0	0	0	0	0	0	0	0	0	0	0	1	0
13.6 The student has achieved competency for this aac through the use of social work values and principles. the evidence demonstrates this, the use of social work values and principle empowers people and builds their self-esteem and strengths. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
Competencies is the most thing that is most required to be put into consideration, by delivering the goods and services to the client system, willingness to help the client to achieve its goals. S13	B	0	0	1	0	0	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
9.4 The student agreed with co-facilitator to let her facilitate more sessions as she was a Xhosa speaking. S57	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.1 The student has obtained competency for this aac as demonstrated by the evidence found under the activity tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
The relationship between the social work student and the supervisor is for the student to understand what the supervisor has taught the student and the attendance should be vital. S14	B	0	0	1	0	0	0	0	0	0	0	0	1	0
10.1 The student demonstrated social work values and ethical principles. S58	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.3 The student has not been able to achieve this aac because she has not identified and described the advantages and disadvantages for the different models of supervision. S3	A	0	0	1	0	0	0	0	0	0	0	0	1	0
One of the major projects that the organization runs is called the Exchange Youth Program where they engage with youth from overseas to take part in the volunteering program. These international youth compiles approximately 50% of the volunteers at the centre. S8	B	0	0	0	0	0	0	0	0	0	0	0	1	0
10.2 The student was competent in critically appraised. S58	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.4 The student has achieved competency for this aac by identifying the differences and similarities between supervision and consultation. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
10.4 The student is competent in recognizing her personal values. S58	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.5 Competent in this aac, although the description of the roles and responsibilities of a consultant are not very clear, they are provided in the evidence found under the activity tab. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
13.1 The student was competent in doing survey. S59	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.6 Student has achieved competency. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
13.6 The student identified plan of action by telling the participants that whoever is interested in volunteering should come to them if need to be placed. S59	D	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
21.7 Competency has been achieved for this aac. demonstration is between the mark obtained for the termination report for the mezzo group and the mark obtained for the termination report for the macro project group. this shows the student taking the supervisor's advice on more integration of theory, this took the student's mark from 56% to a 70%. S3	A	0	0	1	0	0	0	0	0	0	0	0	0	0
21.7 The student was competent in utilizing supervision feedback. S60	D	0	0	1	0	0	0	0	0	0	0	0	0	0
Working within a group has more negatives than positives but because social work is enclosed with values and principles, I had to make things work with the group s that we could achieve our goals. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
1.1 The student is competent in gaining entry of client system. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I cannot think of anything that was not done well especially considering the amount of time we had for planning and the resources (information) that were available to us as a group. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
1.2 The student followed the theoretical strategies on how to apply principles of social work such as non-judgmental and respecting for diversity. S61	D	0	1	1	0	1	0	0	0	0	0	0	0	0
I did well because whenever I did not know something I would consult with the relevant books to ensure that my behaviour was still concurrent with that which is required of me. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
1.3 The student was competent in ethical parameters by using confidentiality and respect, while interviewing the client. S61	D	0	1	1	0	1	0	0	0	1	0	0	0	0
I have conducted myself reasonably well with respect to the code of conduct outlined by the social work council, I would not change anything. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
1.4 The student was able to use conducive venues while interviewing her client. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I have applied my knowledge of ethical conduct when engaging with the client system. S4	A	0	1	1	0	1	0	0	0	0	0	0	0	0
2.1 The student is competent in role play of interviewing someone. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
I did well in respecting other people's views and opinions about situations that we were placed in. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
2.2 The student was competed by having a theme related to client's needs. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I applied the knowledge that I had at the time; there is not much that I would change until I can accumulate more knowledge required when interacting with human diversity. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
2.3 The student is competent in using social work tools such as genogram. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I have applied my knowledge of skills and principles that should be applied when engaging with a client, an example of these skills includes; effective communication, establishing rapport, informing the client about confidentiality and informed consent. S4	A	0	1	1	0	1	0	0	0	0	0	0	0	0
2.4 The student did not achieve this exit level outcome. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
What I did well was work with the group members of the mezzo group to draw up a contract with mutually agreed-upon goals. This worked out well because the group members had to also honour the rules because they contributed to them also. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
2.5 The student was competent in achieving this as holistic includes everything. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
Contracts are used to guide practice with clients. This is what I learnt in both a theoretical and a practical sense. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
2.6 The student was competent in mutual agreement by having a contract with learner. S61	D	0	1	1	0	1	1	0	0	0	0	0	0	0
I learnt how to establish professional relationships with the use of skills and knowledge of social work. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
3.1 The student was competent in implementing plans with her group members related to UWC community. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
With more practice and more reference to relevant theory I am sure to develop my engagement	A	0	0	1	0	0	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
skills. S4														
3.2 The student used guideline question to follow to achieve goals. S61	D	0	0	1	0	0	1	0	0	0	0	0	0	0
The response from my mezzo group was exceptional; I did not expect the group members to proclaim their undying love for me when I left especially because we had spent such a short time together. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
3.4 The student has achieved her goals with group members. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I did well because I exhausted my resources, I consulted with my supervisor and I referred to theory frequently. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.5 The student is competent in using interviewing skills.S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I did well because I exhausted my resources, I consulted with my supervisor and I referred to theory frequently. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.5 The student is competent in using interviewing skills.S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
The members of my mezzo group responded well. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
3.6 The student is competent in using theoretical appropriate. S61	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I have used the knowledge provided by Kirst-Ashman's seven steps of the planned change process. This was to plan and implement appropriate social work intervention strategies at all three levels of intervention. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
4.1 & 4.3 The student was competent in assess and utilize resources by writing assessment test that she wrote. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I think the macro project went well because we planned and we communicated amongst each other as a group. The mezzo group is the same but the difference is that it was at a smaller scale therefore easier to manage the planning. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
4.2 The student achieves this exit level outcome last year with her mentee. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
With regards to planning, I think my methods are working out fine but my time management is an issue that has been recurrent, whivh means I have to put some serious work on that. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
5.1 The student was extremely competent on submitting on time. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I have reaffirmed my knowledge in negotiating entry in an organization and the procedures to take when inviting a representative of an organization. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
5.2 The student was competent in following outlines. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I would not change anything that happened because I have learnt from the things that happened on the day of our presentation. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
5.3 The student was competent on using theory. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I am confident in the adequacy of my knowledge in this level, now it is a matter of looking forward to learning new things and adding on to what I already know. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
6.1 The student was competent in evaluating the session and client strength. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I have evaluated the progress of the mezzo group from the beginning until the day of the termination, this was to ensure that the project was still aligned with the needs of the clients and that it was still effective in achieving its goals. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
6.2 The student was competent planning for the next session. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I learn that it is imperative to evaluate the progress and direction of intervention strategies to ensure that the goals are still the same and the objectives to reach those goals have not changed. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
6.3 The student managed to evaluate herself. S62	D	0	0	1	0	0	0	0	0	0	0	0	0	0
I did well because I did what was required of me, I evaluated the progress of the group as much as I could and that is why the project and its outcomes were successful. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
7.1 The student mutually agreed with the learner's parents that she will terminate on the eight sessions. S63	D	0	0	1	0	0	0	0	0	0	0	0	0	0
7.2 The student was good in using caterpillar as a termination preparation for learners after every session. S63	D	0	1	1	0	1	0	0	0	0	0	0	0	0
7.3 The student managed to achieve all her goals with learners and her plans for giving certificates. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
8.1 The student has managed to do concern forms for the parents of the learners. S64	D	0	0	1	0	0	1	0	0	0	0	0	0	0
8.2 The student did contract for learners. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
8.3 On the concern form the student stated the withdrawal conditions from the participants. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
9.1 The student was competent in accepting the diversity of Xhosa speaking learners, using simple English to incorporate learners and to create a conducive learning environment. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
9.2 The student was competent in own value and client's value. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
9.4 The student agreed with co-facilitator to let her facilitate more sessions as she was a Xhosa speaking. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
10.1 The student demonstrated social work values and ethical principles. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
10.2 The student was competent in critically appraised. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
10.4 The student is competent in recognizing her personal values. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
13.1 The student was competent in doing survey. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
13.2 The student clearly described their theme, which was volunteerism amongst social work students. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
13.3 The student did not achieve this ELO. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
13.4 The student managed to invite participants and we engaged with them on our topic. S64	D	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
13.5 The student was competent by giving the participants pamphlets for address and recommendation. S64	D	0	0	1	0	0	0	0	0	0	0	0	1	0
13.6 The student identified plan of action by telling the participants that whoever is interested in volunteering should come to them if need to be placed. S64	D	0	0	1	0	0	0	0	0	0	0	0	1	0
21.1 The student was competent to identify roles and responsibility of supervisee and the supervisor. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.2 The student was competent in describing the roles of supervisee and the supervisor. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.3 The student was competent in writing the differences of supervision. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.4 The student was not clear knowing the differences. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.5 The student was not clear knowing the differences. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.6 The student did not clearly describe the roles. S64	D	0	0	1	0	0	0	0	0	0	0	0	0	0
21.7 The student was competent in utilizing supervision feedback. S65	D	0	0	1	0	0	0	0	0	0	0	0	0	0
The student did data capturing and call center before coming to this institution. Therefore she is competent in working as a call centre. She also did volunteering work at Love Life working as facilitate in school. Basically the program is all about motivation, debate and sports. She also receive a certificate from BigBrotherBigSister after having a programme of little brother. S66	D	0	0	1	0	0	0	0	0	0	0	0	0	0
1. She would have paid more attention on developing and incorporating the values of social work in all sessions as at times had shortcoming by being judgmental on her clients. Hence she had failed to fully adhere to the principles and values of social work. S68	D	0	0	1	0	0	0	0	0	0	0	0	0	0
2.It was easy to gather the evidence of ELO one because throughout the supervision our supervisor was reminding us, therefore in most of the report she had included relent information. S68	D	0	0	1	0	0	0	0	0	0	0	0	0	0
3. She had learnt to use different communication techniques in different situations, and she learnt	D	0	1	1	0	1	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
to create a welcoming atmosphere. S68														
4. Communicating open ended questions and answers, because she linked one question to another when asking questions. S68	D	0	1	1	0	1	0	0	0	0	0	0	1	0
5. How to prioritize the values of social work and suspend my own opinion during sessions. S68	D	0	0	1	0	0	0	0	0	1	0	0	0	0
6. People responded very well in the communication skills, listening skills and open ended questions. S68	D	0	1	1	0	1	0	0	0	0	0	0	1	0
1.Observation, interpretation, communication and listening skills. S68	D	0	1	0	0	1	0	0	0	0	0	0	0	0
2. The assessment is long process that needs time; therefore the student would not had rushed because there was still more to be assessed. S68	D	0	0	1	0	0	0	0	0	1	0	0	1	0
3. It was not difficult because the student did assessment for her client when she was interviewing her and wrote the report about it. S68	D	0	0	1	0	0	0	0	0	0	0	0	1	0
4. I have learnt to be patient and to interpret the client and situation the client is in. S68	D	0	0	1	0	0	0	0	0	1	0	0	0	0
5. To follow the assessment guidelines and be able to write genogram of the client. S68	D	0	1	1	0	1	0	0	0	0	0	0	0	0
6. I think I should improve on how to prioritize the values of social work and suspend my own opinion during sessions. Well, especially on using genogram. S68	D	0	0	1	0	0	0	0	0	0	0	0	0	0
Reflective Summary Exit Outcome Three: Planning and interviewing skills. Changing roles, some group members were very relaxed and as a chair person a drastic decision had to be taken sometimes to make group members do the work. It was not difficult because the student did everything that was expected of her, in terms of writing this report. I have learnt to be patient. Presenting our workshop, because everything that we planned worked out according to our plan.I think I should improve on being too lenient as I was too soft at times. No, we had disagreements with group members. S68	D	0	1	1	0	1	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Reflective Summary Exit Level Outcome: four: Listening skills. The assessment test was not difficult because we did it as group. Not bad, because we had Melize. Two heads are better than one. General information about UWC information. The student thinks she still need to read more news, know the common places of Cape Town that are surrounded by social issues and do some research about correctional services in Cape Town. Well, especially student from Cape Town. S68	D	0	0	1	0	0	0	0	0	1	0	0	1	0
Reflective Summary Exit Level Outcome: five: Punctuality, listening, following format and guidelines from the guide of fieldwork 840201. Using columns at an early stage and identify exit level outcomes from the start. It was not difficult because the student had all the second year reports, therefore she had choose which one she would like to use. To gather all evidence that is needed to be submitted on time and to keep the record of everything. By submitting all the report on time. To follow more the format or the outline guide. Well, because she submitted all her reports on time. S68	D	0	0	1	0	0	0	0	0	0	0	0	1	0
Reflective Summary Exit Level Outcome: Six Writing skills and using feedback from the supervisor about using facial expression for learners as might not understand the real formal evaluation. Nothing that the student can think of. For children, evaluation is not that easy. To evaluate the whole sessions from the start. To follow the format the outline guide for termination. To integrate evaluation with report witting. Learners were sad, they wanted us to continue, the student can tell by the way they have evaluated. S68	D	0	0	1	0	0	0	0	0	1	0	0	1	0
Reflective Summary Exit Level Outcome: Seven: Planning termination by using communication and interviewing. It was easy. That if you do things on time the response is amazing. The student did their planning for termination on time learners respond well.By designing certificate. By involving the learners on what we should do for termination. The learners responded very well they	D	0	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
were happy about the certificate and the termination party. S68														
Reflective Summary Exit Level Outcome: Eight: Negotiating, to draw up contract and listen what the client want. Including learners on making ground rules. It was easy as the student had both the contract and concern form. To formulate contract and concern form. To be able to follow the rules of the contract. S68	D	0	0	1	0	0	0	0	0	1	0	0	1	0
Reflective Summary Exit Level Outcome: Nine: Respect, diversity, observation, respecting client's culture. Tries to learn two words of Xhosa from their culture. It was not difficult. To tolerate, respect other people's culture. To work with more divers people. To more about their culture. The learners were great.	D	0	0	1	0	0	1	0	0	0	0	0	1	0
Reflective Summary Exit Level Outcome: Ten Using values and principles of social work. Consulted the theory and internet on how to integrate theory. It was not difficult because the student did write the report. I have learnt to be patient and to interpret the client and situation. Using confidentiality and non-judgmental. To use more principles and values of social work. People want confidentiality and to be respected. S68	D	0	0	1	0	0	0	0	0	1	0	0	1	0
Reflective Summary Exit Level Outcome: Thirteen: Conflict management and being patient. The student was very soft in making decision, because some members were not coming on our meetings. It was not difficult because the student did her data collection, analyses and putting it into PowerPoint for workshop. I have learnt to be patient and to work with a group as a team. The data collection, by our final findings. On the budget, by raising or asking for donations. Excellent	D	0	0	1	0	0	1	0	0	1	0	0	1	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
our guest came all of them, not all participants came but, we had 70% of them refer to attendance register. S68														
Reflective Summary Exit Level Outcome: Twenty One: Listening skills. The was supposed to have consulted more and asking more questions during supervisions. It was easy as the student had the report to refer to, but with little theory. The different between to consult and the supervision sessions. Organizing my group members, because we had a binding and ground rules to adhere to. I think I should improve on how to share a meeting as a chair person. Next year the student will ask her supervisor to share a meeting one day. The student supervision group members were helpful sometimes. S68	D	0	0	1	0	0	1	0	0	0	0	0	1	0
In terms of change I would not do much in retrospect but one thing I would opt to change would be the limited time we had to spend with the group. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
The proposed meso social work project will benefit the school and the selected participants in a way that the student will try her best to help learners who need help like behavioural problems and those who need help with their school work nit saying that she will be their solution to their problems but will work together. S6	B	0	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
I would say I find it difficult to connect with new people that I met. It is also difficult for me to open up for people that I do not know and most of the time I become uncomfortable when I am tea around them. I remember when I was staying at Parow residents my friends were the ones that I was with them in class. They also develop friendship with the other student as well which was something that was difficult for me not that I was scared to develop friendship with them, but I just do not know what to say to them. Maybe sometimes I am being too much on myself, or I have too much expectations to myself. It happened the other day I was with my friends and their friends. We were talking about our difficulties that we are facing in our relationships with our boyfriends. I managed to sit there and open up and they were laughing at my stories and they were interested. We talked up until 12 o'clock at night. The following day the other new friend came to me and told me that they did enjoy my company last night. Even though at first they were scared to talk to me because I looked unapproachable. I told her that I like people its just that I find it difficult to bond with them from the beginning of the relationship. So we became friends all of us who share everything and advise each other. S40	C	1	0	1	0	0	0	0	0	0	0	0	0	0
As a group member and being a chairperson for me it was a long journey. It was not easy at all to work with my group member especially towards the end of the project. We took decision as a group but, at the end we did not follow it. Some group members ended up not coming at the meeting. To me that was very frustrating because I had to do some work with few of the members. Even though we had busy and hectic schedule I am glad to say that I was very happy to have made LLL a success and our workshop to have succeeded. I have learnt that as social-work with other students. I have to learn to work with groups, I have also learnt leadership role. S49	D	1	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
I initially experienced a lot of frustrations because not everything went according to plan and this made me feel like my preparation or planning was ineffective. It was a learning experience, so I learnt to pre-plan and plan even more. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
What the student would have done differently is the venue, besides using a room, rather have used a professional place, not that there were some obstacles in the room but for future. S7	B	1	0	1	0	0	0	0	0	1	0	0	0	0
I think I have to be easy on myself not to expect too much. Sometimes I want things to be perfect from the start and I expect that. So will try not to distance or separate myself to others. I am a kind person who is willing to listen to whoever who want to be listened, but with this kind of attitude I do not think that it will be easy for people to approach me. S40	C	1	0	1	0	0	0	0	0	0	0	0	0	0
I am an outgoing person love to socialize with people, cooking is my friend especially baking. S65	D	1	0	1	0	0	0	0	0	0	0	0	0	0
When I was working with my mezzo group I constantly referred to theory because I was uneasy about applying the little knowledge that I had. I also consulted with my supervisor on a regular basis to ensure that the ideas that my co-facilitator and I had were appropriate. S4	A	1	0	1	0	0	0	0	0	0	0	0	1	0
At the completion of this task we were motivated by our Supervisor and were personally convicted to share the learning experience with others and hope to bring a degree of awareness to the other Social Work students attending UWC regarding the dynamics that surrounds Volunteerism. In other words our initial group task inspired us to pursue the topic of Volunteerism as we were assigned to a place that is completely dependent upon Volunteers. S8	B	1	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
My partner gave me a warm welcoming environment and I was able to open up easily at such short time. I end up telling her about my secretes and she never judge me instead she only strengthenlne and encouraged. She was willing to listen to me supporting and respecting my opinion. Throughout our session there were no barriers in communication she was clear when she was assessing. There were no boundaries between us that could make me feel uncomfortable or being judged. She was clarifying where she could not understand and not making assumptions. She was empowering and she also have used the strength based approach and that at the end makes me feel positive and having hope. At the end of the session she gave me a warmth hug and told me if I want to talk anything that is troubling me I must know that her door is always opened. S40	C	1	0	1	0	0	0	0	0	0	0	0	1	0
Preparing for the portfolio was a little bit challenging this year, because we were not submitting hardcopy. We established what we called e-Portfolio, which means that you submit your portfolio through e-teaching. That is you submit everything online. Being the first group doing this it was a challenge and strenuous exercise at first, however the student managed to overcome these fears at the end. This was due to special assistance provided by supervisor and e-teaching team. S67	D	1	0	1	0	0	0	0	0	0	0	0	1	0
Considering the age group of the members in my mezzo group, I could not really do much with them in terms of assessment because I am not yet qualified so the little that I did with them is adequate on my part. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
EXIT LEVEL OUT COME # 8: Writing skills and drafting contracts. Conducting more research on how to write a professional contract It was interesting. Writing and drafting skills. Writing and explaining the contract to the clients. Drafting contracts. S42	C	0	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Overview the student can personally say that the portfolio managed to highlight and abide by the set guidelines in presenting the information. With special reference to her reflective summaries, she would say that she managed to depict and substantiate her own views and experiences towards the exit levels. She also went into details of highlighting competently her own shortcoming and struggles during the compiling of the portfolio. S70	D	1	0	1	0	0	0	0	0	1	0	0	1	0
This evidence was tricky because assessment is an on going process but to assess the functioning of three and four year old children was a bit of a task for me because there were eighteen of the children, which meant I could not give them equal and adequate attention to make an assessment. S4	A	1	0	1	0	0	0	0	0	0	0	0	1	0
EXIT LEVEL OUT COME # 9: Values and principles. Individualizing It was good at some point it was very bad, because there were conflicts That each and every individual is unique and think differently. To respect ones opinion. To know more about the other cultures that are different to mine. To be ethnocentric. S42	C	1	0	1	0	0	0	0	0	1	0	0	1	0
As for practicum, she can say that at first proved to be a challenge which most colleagues however managed to overcome. It gave her a room to grow and develop on her own skills in communication and interpersonal skills as she had to posses positive regard clients, no matter how they have responded towards her. The learning experiences and practicum in itself made her realize the potential and diversity amongst people of different backgrounds. This in itself brought many challenges to issues such as language, communication and general practices such as religion and customary practices. S70	D	1	0	1	0	0	0	0	0	1	0	0	1	0
I learnt that a client's social functioning is not only about how they behave amongst their peers but that the behaviour is a result of the circumstances of the neighborhood the client comes from and	A	1	0	1	0	0	0	0	0	1	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
the situation at home also has an impact. S4														
EXIT LEVEL OUT COME # 6: Reflecting back at what skill and principles the student has used. To be honest, because it was one of the ethical values in social work. It was very difficult because at some point the student was confused on how to evaluate. To reflect on the situation, considering my feelings Applying the theory and not able to evaluate. To be more honest and so that the student can evaluate. S42	C	1	0	1	0	0	0	0	0	0	0	0	1	0
On the issues of relevant evidence, she thinks she has managed to gather fair evidence in support of her claims. The fact that she managed to provide evidence and act in accordance with the set outline of the portfolio is fair evidence to show her competence in gathering the required evidence. She however re-emphasize on the evidence being a fair reflection on her competence as at times failed to show the most appropriate evidence for claims. S70	D	1	0	1	0	0	0	0	0	1	0	0	0	0
I need to develop my assessment skills so I can know what is relevant to the client in terms of the intervention plan. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
She has learnt a lot throughout this year and she has skills in report writing. Being part of Micro, Meso and Macro programme made it easy to achieve what to achieve what was required in terms of achieving the exit level outcomes and being be able to apply the social work principles and values moreover, lab sessions and supervision gave an advice of what social work is all about and how to put paper into practice. She would like to improve to include more theory, intervention strategies an also the data that is used in assessment process. Both first and second semester was challenging, also interesting working together in a group work and being a chair person of LLL. S70	D	1	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
In terms of the mezzo project, I would have chosen a different age group but because a social worker does not choose her clients I learnt to work with what the group that I had chosen. With regards to the macro project group, there are not many things that I would change because we worked well together and we had fights but they were resolved within the group. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
It was an interesting journey, finding out what clients need and how I can, with the knowledge that I have find solutions and intervention strategies to empower the clients so that they can cope. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
I learnt the importance of preparation and proper planning. It is absolutely imperative that as a worker one must plan for the intervention but also for things that might go wrong. S4	A	1	0	1	0	0	0	0	0	0	0	0	1	0
The mezzo group responded well in that they enjoyed the activities that we played with them. The macro project, the response was very critical to the topic we had but to the general presentation, it was exceptionally well. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
It was definitely a learning experience for me, to work with real people from real organizations and an actual audience. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I have learnt that resources are not only things like money, access and networking but that I myself can be a resource. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
I have learnt the importance of referencing relevant theory when I am compiling my reports and another thing that I learnt was to read through my work before submitting it or letting other people go through it for spelling and grammatical mistakes. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
I would have used more theory from the beginning and I would have completed my reports sooner. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
It is tedious but it is something that comes with the profession and something that I have to accept as part of my daily life as a social worker. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
In this profession, one has to produce a lot of records (reports) that prove engagement with the client and the progress of the relationship so for this competency I have achieved these assessment associate criteria. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
My supervisor was happy with my reports most of the time but he always urged me to integrate more theory in my reports. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I would have worked more consistently, by this I mean that I would have evaluated the progress of the group on a weekly basis instead of just when I was required to. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
Working on this evidence became tiresome at some point because I would evaluate the project and get the same results, which made me lose the interest to evaluate in the following week. S4	A	1	0	1	0	0	0	0	0	1	0	0	1	0
The mezzo group was cooperative when we worked with them, which made them a very pleasant group. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
Working on this evidence showed me the necessity for informing the client about the number of sessions left before the termination of the contact. This helps the client prepare him/herself both emotionally and physically. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
The members of the mezzo group were sad when the day for termination finally came but because we had handed them certificates for participation, this eased their anxieties and we left them happy. With regards to the macro project group, it was a sigh of relief when termination came because it straining to work in a group. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
I would have recorded the consequences for breaking the rules that we had set for the mezzo report. My co-facilitator and I came to an agreement with the group about what would happen if they broke the rules but I failed to include this in my report. S4	A	0	0	1	0	0	0	0	0	1	0	0	1	0
It was a challenge drawing up a contract with three and four year old children but it was a	A	1	0	1	0	0	0	0	0	1	0	0	0	0



Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
challenge that made me aware of the diversity of the clients that I might have in the future. S4														
Working with diversity through social work values and principles is a difficult task but it is so interesting for me to always try and perfect my strategies and refine them every time I engage with clients. It humbles me to be able to work with and respect people that are different to me. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I have learnt that diversity does not only refer to race, age and religious affiliations but also to gender, ethnicity, socio-economic status, differential abilities and even language. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I do not believe my skills with human diversity require improvement but because I am in a profession that promotes development I will continue to grow and accumulate more knowledge on how to better my services when working with human diversity. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
It was delicate because I could not always know whether or not my behaviour was ethical so I had to constantly consult with my textbooks. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I have learnt that the ethics and principles of social work should be something that I should practice even when I am not engaging with the client system as a way of practice. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
I need to know the line between ethical and unethical behaviour so that I do not have to constantly refer back to the book because I might not have so much time when I am practicing as a professional. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
Members of my mezzo group responded well and so did the audience for the macro project. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
I had to know how to raise awareness, how to conduct research, which methodology to use find my target audience, find people that could contribute to the success of the project, find the resources for the project and identify and invite stakeholders to attend the presentation of the project. S4	A	0	0	1	0	0	0	0	0	1	0	0	1	0
My group and I did well in collecting data and communicating with the “population”, this led to the presentation of relevant information in the macro workshop. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
I need to improve my skills in identifying relevant topics that need to be addressed. It took a long time for the group to decide on a topic to address so this is a skill that we but most importantly, me should develop. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
I would take my supervisor's comments more seriously and earlier in the year. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0
Working with my supervisor has been a pleasant experience, having him as a supervisor helped me with my work in terms of writing reports and compiling evidence for my portfolio. S4	A	0	0	1	0	0	0	0	0	0	0	0	1	0
I learnt to take tips on how to improve my marks from my supervisor. S4	A	0	0	1	0	0	0	0	0	1	0	0	0	0
I think I need to take the advice that my supervisor gives me sooner and also to consult before submitting my reports. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
The students in my supervision group were very pleased with the way that our supervisor conducted the sessions, he was collaborative and made decisions with us. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I learnt to use supervision as my first option when I need to help instead of going to the library for books. I also learnt how to ask for questions during the supervision session. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
The mezzo group members responded fairly well as they also worked according to the rules of the contract, even though it was difficult to control them at times. S4	A	0	0	1	0	0	0	0	0	1	0	0	1	0
I have worked well with my client system but I think what I need to improve on is the content of the contract. S4	A	1	0	1	0	0	0	0	0	0	0	0	0	0
I did well in understanding and being tolerant. The children we worked with were between three and four years of age, therefore their concentration span was shorter than what I am accustomed to. S4	A	1	0	1	0	0	0	0	0	1	0	0	0	0
My group and I worked well together, this lead to the success of the macro project. S4	A	0	0	1	0	0	0	0	0	0	0	0	0	0

Statement	Learner	Types of Knowledge												
		A	B	C	D	E	F	G	H	I	J	K	L	M
Volunteerism can be defined as "A person who performs or offers to perform a service voluntarily." Or "To perform or offer to perform a service of one's own free will" or "To do charitable or helpful work without pay" ( <a href="http://www.answers.com/topic/volunteer">http://www.answers.com/topic/volunteer</a> ). S8	B	0	1	0	0	0	0	0	0	0	0	0	0	0

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